

Portman Early Childhood Centre

12 Salisbury Street, London, NW8 8DE

Inspection date	14/01/2014
Previous inspection date	14/11/2011

The quality and standards of the early years provision	This inspection:	1
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The management and staff have outstanding relationships with parents, which ensure that children's and families needs are quickly identified, and exceptionally well met.
- Teaching is consistently of a very high quality. Leaders and managers consistently support staff to improve their already very strong practice. Practitioners have very high expectations of themselves. As a result all children are making excellent progress in their learning and development.
- All practitioners are highly skilled and sensitive in helping children form secure emotional attachments. These strong relationships support children's personal, social and emotional development and help them develop the confidence and skills they will need when they go on to school.
- Leaders and managers put the needs of the children at the centre of all they do and they use excellent systems to work with a range of professionals to maximise children's learning and development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children playing in both the indoor and outdoor areas, and staffs interactions with them.
- The inspector talked to children, parents and staff.
- The inspector carried out joint observations with the nursery teacher.
- The inspector reviewed a range of documents, including children's learning records, staff vetting checks and relevant policies.
- The inspector held meetings with the provider and managers.

Inspector

Naomi Hillman

Full report

Information about the setting

The Portman Children's Centre registered in 2007. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting operates from the ground floor of purpose built premises. Children can move freely between two large rooms and a secure enclosed outdoor play area. The setting is located near the Edgware Road, in the London Borough of Westminster. The setting receives funding for the provision of free early years education for children aged two, three, and four years. The setting provides a range of services to children and families living in the locality, including before and after school care, day care, crches, drop in groups and a play scheme operating during the school holidays. There are currently 73 children on roll; of these, 60 receive early education funding. Children attend for a variety of sessions. The setting supports children with special educational needs and/or disabilities and those children who speak English as an additional language. The setting is open each weekday from 8am to 6pm for 48 weeks of the year. The setting employs 38 staff; 30 of them hold appropriate early years qualifications. Seven members of staff hold teaching qualifications and the head teacher holds a relevant master's degree.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance children's understanding of the world further, for example by extending opportunities for children to use technology and electronic toys.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The nursery is a very friendly and inclusive environment where children and parents clearly feel welcome and confident. The nursery has a fully embedded ethos of putting the needs of the child at the centre of all they do; this means that they provide enriching and challenging learning experiences that meet the needs of all children. The learning environment is well laid out and excitingly resourced, for example, children use a range of small tools to saw and hammer branches clamped onto a workbench. Children move confidently through the rooms and outdoor area, and have access to a wide range of open-ended resources that they move around the setting as they actively learn through play.

All practitioners have an excellent understanding of how to promote the learning and development of young children. Through precise observations and assessments, practitioners have a comprehensive knowledge of each child's stage of learning and development. This information is used to plan activities and provide resources that cover

all seven areas of learning and development. This ensures that all children learn effectively following their own interests. Practitioners are enthusiastic and consistently engage with children, supporting and extending their play. As a result, children show high levels of motivation and engagement, focusing on activities for significant lengths of time.

Practitioners teach children by listening to them and using skilful questions to extend their thinking and problem solving skills. They praise children for making any attempt at doing new things, from writing their own name to saying 'thank you'. The consistently high quality teaching and the culture of learning and positive reinforcement means that all children are developing the characteristics of effective learning and are confident and active learners.

The setting has a high level of children from disadvantaged backgrounds and/or with special educational needs and/or disabilities and children who are learning English as an additional language. Managers have put in place highly effective systems which help practitioners develop a holistic understanding of children's individual needs and those of their families. There is a strong focus on promoting all children's communication, physical, personal, social and emotional skills. This ensures that children are developing the skills they need to be ready for school or the next stage of their learning.

All practitioners involved in their care make the observations of children. Key persons use these observations of children to put in place targets for children's next stage of learning and regularly review them to ensure that children are making good progress or better. Regular meetings between practitioners, parents and other professionals involved in children's care mean that key persons are able to monitor children's progress highly effectively. This effective team working means key persons put in place any interventions needed to ensure that all children are learning and developing well and progressing towards the early learning goals.

Managers and practitioners believe that parents are their child's first teacher and have successful strategies to engage all parents and carers in their child's learning in the setting and at home. Parents contribute to their child's 'learning journeys' and meet regularly with their child's key person. They also attend a range of parenting workshops, stay and play sessions and go on regular trips and outings with the children and staff. As a result of this highly effective partnership working, all children are making excellent progress from their individual starting points. Parents talk enthusiastically about how they and their children have learnt and developed as a result of the outstanding support of managers and practitioners.

The contribution of the early years provision to the well-being of children

All practitioners have affectionate and sensitive relationships with children. They are highly skilled in helping children to form secure emotional attachments; they are responsive to children's needs and provide secure relationships that help children develop the confidence and independence to explore and learn. There are good relationships at all levels throughout the setting and practitioners are inspiring role models. Fully embedded

behaviour management policies mean that all practitioners are able to sensitively support children to understand and manage their emotions and develop the confidence and social skills to play and make friends. Children make rapid improvements in their social and emotional development from their starting points and these skills support their transition into school.

There is a highly stimulating environment with a wide range of child accessible resources that are used exceptionally well to promote learning and to challenge children indoors and outdoors. The environment provides an abundant range of physical challenges, for example, the garden has many different levels and platforms, and a bridge over a shallow stream. Practitioners support children to explore the environment and take suitable risks while developing their understanding of how to keep themselves safe. All practitioners are fully aware of their responsibilities and role in promoting children's safety and well-being. Exemplary safeguarding policies are understood and implemented by all staff. The very strong relationships with families and other professionals mean that children are proactively safeguarded within the setting.

Children enjoy a range of healthy meals and snacks. Children take part in growing, preparing and cooking food. Practitioners support children to understand the importance of a healthy diet, washing their hands and as a result children are developing age appropriate self-care skills.

Key persons skilfully support children when they move on to schools and children are emotionally well prepared for the next stage in their learning. Teachers from local schools visit children in the setting, and when required key persons will spend time in the new school with a child to ensure they develop relationships with their new teachers and other children.

The effectiveness of the leadership and management of the early years provision

The leadership is inspirational; there is a consistent focus on meeting the needs of children and their families. The provider identifies her role as both supporting and challenging practitioners and has an outstanding drive to continually improve and develop the setting to provide the best outcomes for children. The provider has achieved this through a culture of accurate self-evaluation that takes into account the views of staff, children and their parents and highly reflective practice focused on continuous professional development for all staff. An excellent practice of peer observation, professional discussions and daily team meetings provides a high quality evaluation of the impact of staff practice.

The provider has an excellent understanding of her responsibilities to ensure that the setting meets the safeguarding and welfare, and learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The provider has put in place a highly skilled management team. They effectively monitor, and develop, the delivery of the educational programmes. This ensures that children's welfare is superbly

promoted and there are high levels of achievement for all children. There are robust safeguarding policies and practice in place. These are understood and implemented by managers, practitioners and staff at all levels. Any child protection concerns are reported swiftly to agencies with statutory responsibility. All staff are appropriately vetted to work with children. Staff attend safeguarding training as part of their induction, and receive yearly safeguarding training updates. The recruitment, supervision and appraisal practices ensure that all children's safety and wellbeing is meticulously promoted.

Partnerships with parents are outstanding; parents explain how the managers and practitioners support them to develop not only their parenting skills, but their own wellbeing and education. This exceptional support of children's whole families means that long term positive outcomes for children are promoted. Managers and practitioners understand how to build very secure relationships with parents and as a result, are able to work in partnership with parents to identify children's needs quickly. Highly productive working relationships with other professionals, such as social workers and specialist teachers, ensure children's needs are exceptionally well met and interventions are secured so that all children receive the support they need.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY348144
Local authority	Westminster
Inspection number	946586
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	48
Number of children on roll	73
Name of provider	Portman Early Childhood Centre
Date of previous inspection	14/11/2011
Telephone number	0207 641 5436

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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