

Coin Street Neighbourhood Centre

108 Stamford Street, LONDON, SE1 9NH

Inspection date	03/01/2014
Previous inspection date	24/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff know their key children very well and as a result children feel emotionally secure in their care.
- The environment is inviting and exciting for children with a very good selection of resources. As a result, children are keen learners who are actively engaged at all times.
- The quality of teaching is good; particularly in the area of communication where staff are skilled at extending children's language and thinking processes.
- Partnership with parents is a particular strength. Staff are innovative in the way they engage parents in all aspects of their children's care and learning.
- Managers are continually improving the quality of teaching and care as they are proactive and effective in their reflection and self-assessment.

It is not yet outstanding because

- Staff serve children with their food, which results in portions that are often too large. This misses an opportunity for children to learn about healthy eating and appropriate portion size.

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 in the nursery in each of the rooms.
- The inspector sought the views of staff, parents and children.
- The inspector met with the manager and the provider.
- The inspector sampled documents, including policies and procedures and the nursery's self-evaluation.

Inspector

Sarah Morfett

Full report

Information about the setting

Coin Street Family and Children's Centre initially registered in 2004. The Centre registered in its current location, Coin Street Neighbourhood Centre, in September 2007. Coin Street Community Builders is a social enterprise established by local residents in 1984. It is supported by the management committee of the Coin Street Centre Trust and an advisory board of local partners, parents and local authority officers.

The centre comprises of an 84 place day nursery, which is open weekdays for 51 weeks of the year from 8am to 6pm and a holiday play scheme, which operates every school holiday. Other services also include creche facilities to support parents and carers attending the centre, a training and employment advice service and a family support and outreach team. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery is situated on the first floor of the building where there are purpose-designed play areas for babies, toddlers and children under five years. They have access to two large roof play areas. There are currently 117 children on roll at the nursery which includes full and part time places. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 30 children registered for the holiday play scheme.

There are 25 staff employed to work in the nursery all of whom are qualified. The manager holds Qualified Teacher Status and is an Early Years Professional. The deputy also holds Qualified Teacher Status and a further member of staff is an Early Years Professional.

What the setting needs to do to improve further

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

- improve the opportunities for children to make independence choices at mealtimes; in particular with regards to portion size, to increase their knowledge and understanding of healthy eating.

Inspection judgements

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

All staff have a recognised early years qualification and some staff are working towards the next level of their qualification. As a result, they have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. This means children make good progress in all areas of learning because staff understand how they learn through play. The provider implements an

effective key person system. Consequently, children and parents have a familiar person to liaise with and receive good support. There is a new online system to make observations and assessments of children's development and progress. The key person makes regular observations of the children using this system, inputting what they see into the child's computer file. The information is used effectively to assess what stage children are at in their development. An immense amount of data can be obtained from this system. For example, it can show children's strengths and weaker areas so planning is focused on children's specific needs. The system is available for the parents to access through a secure password. They can read the observations, add comments of their own and be involved in setting next steps for their children. The online system provides a full report for children between the ages of two and three. This can be shared with other agencies, such as the health visitor, any medical professionals involved in the children's development, and predominantly with their parents. As a result, children receive the additional support needed to close any gaps in their achievements. This means that all children make good progress, at their own pace, in relation to their starting points.

Staff focus on providing activities that engage children, develop their skills and ensure they develop positive attitudes required for school or the next stage in their learning. Thorough planning ensures that the children have a good range of purposeful activities that are based on their likes and interests. For example, they can express themselves through a good range of different media, such as paint and collage work. Children are taught about information and communication technology as they use a computer with age appropriate programmes to aid their learning. They develop control of their hands and fingers as they move the mouse and use the key board to practise their early writing skills. Staff print off their efforts and these are displayed, which makes children feel proud of what they have done. Through this activity, children learn other skills as they use a sand timer to indicate when it is the next persons go. This helps children to understand sharing and taking turns. Children benefit greatly from trips to local places of interest. For example, they visit the National Gallery, London Eye and a local city farm. They attend forest school sessions at a local centre where they learn about the natural world and develop a good understanding of safety when they are out. This gives children a well-developed view of the wider world.

Staff use effective teaching methods to challenge children in their learning. For example, when children are playing with magnetic numbers, the staff join in by asking them to name the numbers they are putting together on the board. Some of the children are able to recognise numbers well over 20, for instance, 78, 62 and 21. One child explains these are local bus numbers, so the staff ask 'Where does the bus go?' the child explains the route the bus takes, stating this goes to the supermarket and is near where they live. The staff then ask the children the number of the house they live in. They have a discussion about these numbers talking about which are the big numbers and which are smaller. As a result of the discussion, the children learn to think critically, develop strong skills in counting and learn the concept of more and less. There are further prompts displayed in the room to aid staff in their questioning guiding them to ask, 'So what happened next?' and 'I really want to know more about that.' As a result of the questioning children feel valued and develop greater interest in what they are doing.

Staff provide young children in the baby room with a comfortable and stimulating area to

play in, which they clearly enjoy. Staff create a safe and secure environment where children can learn. Staff play with the children on the floor, sitting close so they can give good eye contact to even the youngest child. They sing songs, which the babies enjoy and move their bodies to. The slightly older children join in with action songs, pretending to be 'bunnies' following the instructions of the song well they jump up and down as the staff sing to them. As a result, the young children learn to control their bodies.

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

Staff foster children's physical and emotional well-being effectively. Children form strong attachments to staff who support them well. Young children are settled and have confidence to move and explore the areas around them. New children, particularly the very young, are given good support by staff who play with them on a one to one basis until the children feel confident to move off from the secure base. Staff remain close by so they can quickly offer support as soon as the child needs it. This way children gain confidence and settle well in the nursery. There is a wide range of toys and resources displayed invitingly in all areas of the nursery. Children move about with confidence to make choices about what they play with both inside and outdoors. High priority is given to children's safety in the nursery. Staff carry out daily checks of all areas to ensure children can play in a safe and secure environment. There is a good range of safety equipment in place and a secure dropping off and collection procedure.

Children are taught about the importance of a healthy lifestyle. All food is cooked freshly on the premises and children thoroughly enjoy the snacks and meals they have. Mealtimes are a social occasion where children can sit and chat with their friends and staff who eat with them. Staff teach children to be independent in most activities. However, they are not encouraged to serve their own food, which misses any opportunity to teach children about making healthy choices and about portion sizes. Staff teach them about suitable hygiene practices as they are reminded to wash their hands after being outside and before eating. The outside play area offers children good challenges as they ride on bikes, climb and navigate around the interesting layout. Children benefit from the fresh air, developing their physical skills as they play. Staff teach children to think about how they can keep themselves safe, reminding children not to climb on equipment in the room and why, for example.

Staff manage children's behaviour well with age appropriate strategies. They get down to children's level and talk quietly to them about why the behaviour is not acceptable. Staff give children lots of praise and encouragement, which boosts their positive self-esteem and makes them feel valued. As a result children behave well. Staff ensure that all children are included in all activities. They provide picture prompts for children who are learning English as an additional language and for those children who have special educational needs and/or disabilities.

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

The provider has a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. They have made significant progress since their last inspection in all areas. They have fully met all previous actions, which were set when they failed on two occasions to notify agencies with statutory responsibilities without delay. All staff have updated their safeguarding training. All staff are knowledgeable about the whistle blowing policy and are confident to follow appropriate procedures should they have any concerns about a child in their care or about any adult working with children. The provider has reviewed their safeguarding policy, which now includes clear contact details and timescales for reporting any concerns. There are robust recruitment procedures in place to ensure that any staff employed are competent and suitable to carry out the duties of their role. They undertake thorough risk assessments and carry out daily checks on the premises as a result. For example, following bad weather they check the garden, sweeping away surplus water to make this a safe place for children to play.

Since the last inspection, the provider has employed highly qualified staff who are making ongoing improvements to the provision. All staff have undergone an appraisal and have regular supervision to identify any training needs. As a result, the standard of teaching has improved for all children; and particularly for children with special educational needs and/or disabilities. The provider involves all staff, parents and children in the self-evaluation process to ensure that improvements are targeted to improve outcomes for the children. The partnerships with parents are a particular strength of this nursery. They offer evening or day time meetings for parents, both those with children at the nursery and potential parents. This ensures that parents and the local community are fully involved in all aspects of the nursery. The nursery has introduced an online programme where parents can be fully involved in the observation and assessment system. As a result, they can see, at any time, the progress that their children are making. This ensures consistency for all the children and enhances their learning. Staff monitor the educational programmes very well, identifying any particular groups of children who may need extra support to make sure any gaps in learning are closed quickly. As a result, all children make good progress in their learning and development.

The staff work closely with the children's centre, which they are attached to. The manager is an experienced Special Educational Needs Coordinator who uses her skills and knowledge to obtain specialist help and support for those children who need it. She has forged strong links with the Family and Outreach workers at the children's centre. This means that parents can be sign posted quickly to other agencies to obtain support for their children where required.

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	EY357851
Local authority	Lambeth
Inspection number	948475
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	88
Number of children on roll	117
Name of provider	Coin Street Community Builders
Date of previous inspection	24/01/2011
Telephone number	0207 0211600

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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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