

Wetherell Children's Centre

17 Iveagh Close, LONDON, E9 7BW

Inspection date	06/03/2014
Previous inspection date	03/10/2013

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 have good relationships with children in all playrooms, meaning they are settled, happy and secure at the nursery.
- Staff provide children with interesting and stimulating resources both inside and outside and the garden space has been effectively divided. This means children enjoy and learn outdoors.
- Strong relationships with parents and external agencies supports children's ongoing development.

It is not yet outstanding because

- Staff miss opportunities to include older more able children in the planning of themes, activities and resources, to extend their ideas, thoughts and learning across the curriculum.

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 carried out a joint observation with the manager.
- The inspector sampled a range of documentation including children's records, policies, attendance records and staff files.
- The inspector observed activities in all rooms and the outside play area.
- The inspector spoke to managers, staff children and parents.

Inspector

Caroline Preston

Full report

Information about the setting

Wetherell Children's Centre registered in 2011 and is operated by Barnardo's, a voluntary organisation. The centre is situated in Homerton, within the London Borough of Hackney. The children have the use of five rooms, in addition to associated facilities. There is a large enclosed outdoor play area for children's use. The centre is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. The centre also operates a crche service for parents attending classes. There are currently 98 children on roll, who are all in the early years age group. The centre is in receipt of funding to provide free early education for two-, three- and four-year-old children. The centre supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The centre is open each weekday from 8am to 6pm throughout the year, except for bank holidays. The centre employs 23 members of staff including the manager, who all hold relevant early years qualifications and have childcare experience.

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 learning opportunities by encouraging them to share their ideas and thoughts and be involved when staff are planning, themes, activities and resources.

Inspection judgements

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

Staff provide children with a good range of learning experiences to meet their individual needs. The nursery environment is friendly, welcoming and fun for children in all playrooms. Staff know the children well so their interactions with them and teaching are meaningful and effective in helping children to progress. Staff plan around children's interests and abilities, however staff miss opportunities to include children in the planning of themes and topics to extend their ideas, thoughts and feeling and creativity.

Staff undertake on-entry observations and assessments and include parents. This means that staff begin to build effective relationships from the start with parents and support children's learning needs effectively. Staff support children who speak English as an additional language well. They learn key words and use picture cards and simple sign language. Staff work effectively with children who have special educational needs and or/disabilities as they identify any concerns and provide support to promote their inclusion.

Staff provide role play activities to support children's language and emotional

development. Children enjoy dressing up and talking about their play and connect this to experiences from home. Staff provide activities to promote children's early writing skills such as shaving foam with glitter. Children use the foam to make marks and shapes with their fingers. Children enjoy making different figures with the playdough. Staff read to children providing good opportunities for children to learn new vocabulary and sit in groups and socialise.

Children enjoy physical activities in the garden, where they climb, run and develop good co-ordination skills. Staff teach children to make choices, they talk to them to encourage their learning and demonstrate how things work. Staff provide children with a good range of programmable resources to support their understanding of information and technology skills. All of which support children to move on to their next stage of learning and be ready for school.

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

The well-established key person system means that all children build confidence and self-motivation. Children settle well and build close bonds with staff. The staff are good role models, who are professional and affectionate towards the children and work well as a team. This teaches children how to behave and treat each other kindly. Staff are good at implementing the nursery's behaviour management policy. They use strategies that help children feel secure and know how to behave appropriately. Staff talk to children about different religious festivals and they provide toys that reflect differences. As a result children begin to learn about the wider world in a positive manner.

Staff provide good opportunities for children to take risks. For example, young children enjoy climbing up into the playhouse in the garden. Staff help children to learn about good hygiene routines such as hand washing. Children also clear away their plates after eating and dress and undress themselves which supports their self-help skills and independence. Staff provide healthy nutritious meals and support children's knowledge of healthy lifestyles which promotes their well-being. Staff provide children with a stimulating range of resources which meet their developmental needs well and prepare them for their next stage of learning.

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

Leadership and management are good, because staff are fully monitored and supported in the delivery of the curriculum and in meeting the safeguarding and welfare requirements. As a result, children progress from their starting points and staff are offered opportunities for further training. This also means that the management team know how staff meet the individual needs of each child through the good key person system.

Staff know and understand the nursery's safeguarding policy and procedures so are able to protect children. Staff carry out detailed risk assessments so that children are kept safe.

Staff are deployed well and children are supervised efficiently so that their needs are met. Staff are always within ratios at all times of the day to safeguard children and support their development. All accidents and injuries are recorded at the time and shared with parents when they arrive to collect their child. Consequently parents are fully aware of the care their children receive. All required documentation is in place for the smooth running of the nursery.

Since the last inspection the nursery has developed the garden area by providing programmable toys outside. This helps children's learning in the garden. The manager completes and shares with staff and parents their self-evaluation documents, which identifies the nursery's strengths and weaknesses.

Staff work effectively with parents by arranging parents' evenings to share records of each child's development. They also speak to parents daily, enabling staff to exchange relevant information about their child. Staff offer parental questionnaires and newsletters so the parents are fully involved with their child's care and ongoing development. Staff have established links with external agencies so that they can fully support children's individual needs.

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	EY428907
Local authority	Hackney
Inspection number	954378
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	70
Number of children on roll	98
Name of provider	Barnardo's
Date of previous inspection	03/10/2013
Telephone number	02085257090

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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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