

Carpenters & Docklands Centre

98 Gibbins Road, Stratford, London, E15 2HU

Inspection date

04/12/2014

Previous inspection date

08/05/2012

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

- Children are happy, settled and engage in a variety of play that complement their developmental needs.
- Children spend time engaged in purposeful and stimulating activities indoors and outdoors, which enhance their learning experiences.
- Children benefit from positive levels of staff engagement, good staff deployment and close supervision. Consequently, children's behaviour is very good and they present good levels of confidence.
- Children benefit in their development, learning and welfare needs as staff liaise with parents and school staff on a regular basis.

It is not yet outstanding because

- Children do not always have enough opportunities to access and use resources that support them to explore and seek information to operate information technology equipment.
- Children's accessibility to books is not organised well enough to fully promote their choices and does not offer them different mediums of reading material to engage their interest further in early reading.

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 engaged in activities indoors and outdoors, and play resources available in the setting.
- The inspector observed children in activities along with the registered individual.
- The inspector spoke to staff and management during the inspection to gather information about their roles and responsibilities
- The inspector explored parental feedback about the service provided.
- The inspector carried out a shared observation with management, and explored the systems used by management for self-evaluation and reflective practice.

Inspector

Shaheen Belai

Full report

Information about the setting

Carpenters and Docklands Centre 1994 and is operated by Carpenters and Dockland Youth Centre, which is a charity organisation. The setting operates from the Carpenters and Docklands Community Centre in Stratford, within the London Borough of Newham. The setting has the use of three hall areas and associated facilities. There is an outdoor play area.

The setting operates Monday to Friday during term time, before and after school. It opens from 7.15am to 9am and from 3pm to 6.15pm. During school holidays, the setting is open from 7.15am to 6.15pm or 9am to 6.15 pm. The setting is registered on the Early Years Register, and both the compulsory and voluntary parts of the Childcare Register. There are currently five children in the early years age range on roll. The setting also cares for older children. Children who attend the setting come from within the borough. The staff take and collect children from Manor Primary, School 21, Carpenters Primary, Colgrave Primary and St. Francis Primary schools.

The setting employs nine members of staff including the manager. Of these, seven staff members hold appropriate early years qualifications. Currently there are six members of staff working towards gaining appropriate early years qualifications or gaining a higher level qualification.

What the setting needs to do to improve further

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

- organise the current range of books to be easily accessible for children to explore independently, and introduce other types of reading material to engage children's interest in early reading
- extend opportunities for children to explore a range of resources that promote their interest further in operating information and technology resources, and programmable resources.

Inspection judgements

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

Children settle well in this welcoming setting where their learning and development is appropriately supported by staff. Staff gather information from parents at the time of children's entry to the setting. This allows them to have some information about what the children are interested in, and what parents would like their child to do when attending

the setting. Staff plan activities that reflect all areas of learning and take into account their observations of what children enjoy. In addition, they invite children to express what they enjoy and which activities they would like to engage in. Staff know the children well and are aware of the children's development and learning. This is further supported as they maintain a rapport with school staff and parents as part of exchanging relevant information. The children settle quickly into activities that engage their interest. Children are also able to select from an adequate range of resources in storage, with staff support and guidance.

Children have access to the setting's outdoor play area where they enjoy using the resources that support them to balance and steer. For example, children enjoy riding the scooters. Staff offer them further challenge as they provide a small ramp for children to develop confidence in riding their scooter over this and practise improving their balance. Staff encouragement and recognition as the children learn to acquire new skills supports their confidence. Children enjoy constructing with building blocks. They welcome guidance from staff as they learn to build in height, and explore the use of space around them. Cooking activities are popular, allowing children to explore mathematics as they measure out ingredients and watch textures change. The children spend long periods using tools to support their physical development. For example, they learn skills to use the rolling pin over their biscuit dough, and use cutters to create different shapes. The setting has a good selection of books, but children do not currently have opportunities to explore different types of reading material. Although there are ample books, these are not always easily accessible to children or presented in an attractive manner.

Children's early writing skills are supported well, as staff enable children to spend long periods drawing pictures and creating patterns using their own ideas and imagination. However, children have less access to resources that promote their interest in exploring how technology can be used as part of learning and for developing new skills. The role-play area offers children opportunities to use their own experiences and ideas. They access props that reflect different cultures and roles to enhance their ideas. Social skills are supported well, as children interact very well with children from other schools. Children present a sense of harmony, as they play happily alongside each other.

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

Children have positive relationships with other children and staff. They enter the premises with staff that collect them from school with familiarity and confidence. The children settle into the activities and routine happily, showing a sense of belonging. The children benefit from the staff engagement at activities, as they gather around the staff to take guidance and support from them. The children welcome comfort, friendly cuddles and interaction from staff, which promotes their self-confidence. Children show familiarity with others as they engage with children from other schools in activities happily. For example, they work as a group making biscuits and sharing tools with each other as they create different shaped biscuits.

Children show independence as they address their own personal needs for toileting, hand

washing and serving drinks and fruit for themselves. The children behave very well; there are minimal issues about sharing resources. They are supported in learning about acceptable behaviour as staff are using positive praise and recognition when they help with tasks, take turns to share resources, and re-direct their behaviour. The good levels of staff engagement with children in play, and organised deployment of staff, ensures children are occupied in age-appropriate play activities. Children learn about keeping safe, as staff remind children frequently of the risks involved in their actions. For example, children are reminded by staff to keep the noise level down as they would not be able to hear if there were to be an emergency. Staff further support children's safety, as they supervise all handovers and are robust to use agreed passwords when there is a change in collection of children.

Children enjoy a varied and healthy lifestyle, which includes daily physical activities in large open space indoors or in the garden. Staff recognise the importance of children having daily physical play and organise this for the children as part of daily activity plans. Snack time is a very relaxed and sociable activity, allowing staff and children to interact. Meal times are organised for children to eat in small groups and take turns in serving themselves from the main serving area. Children tuck into the food happily, such as enjoying a bowl of curry and rice. The cook and staff plan menus to reflect a healthy diet. This takes into account the special dietary needs and food the children enjoy.

There are quiet areas created for the children to rest and after the meal the children engage in quiet activities. Staff give recognition to the care of the setting's policy and procedure for the care of sick children. For example, staff monitor the well-being of children feeling unwell. If a child becomes unwell and is not able to participate in the daily routine, they are kept under staff supervision in the quiet area. Management therefore inform the parent or the emergency contact person to collect the child promptly. This ensures the child is monitored at all times and the risk of spread of infection is minimised.

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

The registered individual takes an active role in the operation of the setting. For example, she attends sessions daily allowing her to support the manager and staff team, as well as observe the delivery of the service. The team have a good understanding of their roles regarding safeguarding and child protection, including trainee staff. For example, staff attend periodic training, review the policies and procedures for safeguarding, and cover these during staff induction. Parents are also aware of these policies and procedures via the parent handbook. Newly appointed staff all undergo vetting for suitability to ensure children are safe to be in the care of these adults. For example, management seek work or training references to ensure staff have relevant experience and/or qualifications for their roles. Staff follow appropriate procedures when children become unwell to ensure they are comfortable and do not cause a risk of spreading infection to others attending. Most staff are trained in current first aid, which contributes to children's health and well-being. Documentation and records are suitably maintained to contribute to children's safety, such as details of staff Disclosure and Barring Service checks, copies of staff

qualifications and first-aid certificates, and records of staff and children's attendance. The daily risk assessments undertaken by staff on a regular basis help to ensure that the premises, vehicles used for transport, and outings are safe for children. There is a clear management hierarchy in place, which staff and parents identify with. The registered individual acknowledges the need to inform Ofsted of the recent change of the deputy taking on the day-to-day management role.

Staff attend training that is identified as relevant by management and from what is on offer from the local authority and neighbouring boroughs. For example, management have completed recent training in physical play which is cascaded to the staff team to allow all staff to implement good practice for the children's benefit. Management is supportive of staff developing their knowledge, such as through supporting staff to work towards gaining a higher level of qualification in early years.

Staff and management have ongoing discussions about the quality of the provision and management welcomes the support of the local authority advisory team, which is received on a regular basis. The views of children and parents are sought to help identify areas for further development which promotes their learning and well-being. Management keeps parents informed about the setting with information on display, such as weekly activity plans, staff roles and responsibilities, and menu plans. Staff also meet with school staff daily and make time to exchange relevant information to support children's learning, manage their care needs, and to ensure relevant information is passed on to parents. This promotes continuity of care.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	132261
Local authority	Newham
Inspection number	999134
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 8
Total number of places	38
Number of children on roll	5
Name of provider	Carpenters and Dockland Youth Centre
Date of previous inspection	08/05/2012
Telephone number	020 8534 4121

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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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