

Fountain Children Centre

19 Bird in Bush Road, London, SE15 6RW



Inspection date

27 May 2016

Previous inspection date

25 April 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and her deputy work well together and with an organised, knowledgeable and highly supportive committee. Staff share their vision and values and together they strive to provide high-quality care and education for all children.
- Staff are well qualified and have a good understanding of how children learn and develop. They use this to plan activities and experiences, inside and outdoors, which reflect children's interests and next steps in learning. This helps children progress well from their starting points.
- Children of all ages and stages of development behave very well. Staff work as a strong team, consistently promoting good manners and helping children to be considerate of their peers and the environment.
- Children with special educational needs or disability and those who speak English as an additional language are well supported. Staff have positive relationships with other professionals, schools and settings and use these to ensure that children's needs are met. They use additional funding wisely to improve outcomes for children.
- Children are clearly very happy in the setting. They know that their views are valued and this helps them to feel safe and secure. Staff help children to assess risks and keep themselves safe.

It is not yet outstanding because:

- Sometimes, during adult-led activities, staff do not clearly explain what children need to do.
- Parents are not always encouraged to share their thoughts and ideas about proposed changes to the setting environment.

What the setting needs to do to improve further

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

- help children to fully understand activities to enhance their learning to the highest level
- provide greater opportunities for parents to be involved in decision making.

Inspection activities

- The inspector viewed a range of documentation including children's records, health and safety policies and procedures, risk assessments, qualifications and suitability checks.
- The inspector took a tour of the setting.
- The inspector observed children and assessed the quality of teaching and learning.
- The inspector undertook a joint observation with the deputy manager.
- The inspector spoke to the chair of the committee, the deputy manager, staff, parents and children during the inspection.

Inspector

Julia Matthew

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Children are well protected by staff, who have a very good understanding of the signs and symptoms of abuse. Furthermore, staff act swiftly and decisively if they have concerns about a child's welfare or development. Children's progress is closely monitored and gaps in their learning are planned for. Parents are very well informed, have access to children's learning files and know what to do to support children's learning at home. The manager involves children and staff in decision making about changes to the learning environment. She values feedback from parents when reviewing the quality of staff practice. Systems for induction, supervision and development of staff are effective and staff feel well supported. Children are involved with, celebrate and take pride in their local community.

Quality of teaching, learning and assessment is good

Teaching is good and occasionally outstanding. Where it is outstanding, activities are tailored to children's individual needs and promote the highest levels of learning. For example, pre-school children excitedly accept the challenge of matching groups of objects to numbers up to 25. They show great skill in recognising the written numerals and count out objects accurately. Systems for observation and assessment are effective and learning files show children's good progress over time. Staff support communication and language development well. They use a rich vocabulary and promote a wide range of languages. Morning circle time brings all children together and they thoroughly enjoy it. Older children talk about their experiences and sing songs, while younger children love listening, bouncing to the melodies and rattling their shakers.

Personal development, behaviour and welfare are good

Children's care needs are promoted well. For example, they learn to wash their hands to prevent the spread of infection. They choose from a range of healthy and nutritious foods at mealtimes. Staff encourage children to develop their independence. For example, they hang up their own coats and help with tasks in their rooms. Staff are quick to respond when children are tired, upset or frustrated, and sensitively deal with any issues that arise. For example, when children struggle with changes through the day, staff use explanations, praise and encouragement to help them cope. Families are well supported when they are new to the setting and this helps children settle quickly.

Outcomes for children are good

Children form secure attachments and approach staff for help and support when they need it. They are motivated, keen to learn and settle quickly to play. They select their own resources and enjoy exploring and investigating a range of materials, such as sand, rice and pasta. Children become deeply engrossed in mixing, pouring and raking, and play cooperatively together. Staff are good role models, helping children to understand and follow rules and routines, share and take turns. This helps to ensure that children are ready, prepared and able to cope with the demands of school when they move on.

Setting details

Unique reference number	EY272868
Local authority	Southwark
Inspection number	1040336
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	42
Number of children on roll	58
Name of registered person	The Fountain Children Centre
Registered person unique reference number	RP905975
Date of previous inspection	25 April 2012
Telephone number	0207 639 2233

Fountain Children's Centre was registered in 2004 and is managed by a committee. The setting employs 12 members of childcare staff. Of these, one holds an appropriate early years qualifications at level 5, two at level 4, four at level 3, two at level 2 and there is also a qualified social worker. The setting opens from 7am until 6.30pm, Monday to Friday, all year round. Sessions are from 7am until 6.30pm. The setting provides funded early education for two-, three- and four-year-old children and supports children with special educational needs or disability and those who speak English as an additional language.

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