

Fountain Children Centre

19 Bird in Bush Road, London SE15 6RW



| | |
|--------------------------|----------------|
| Inspection date | 5 October 2018 |
| Previous inspection date | 27 May 2016 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of 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

The provision is good

- The quality of teaching is consistently strong. Staff have a good knowledge and understanding of how children learn and develop. They have high expectations of all children. For example, young children help to serve lunch at mealtimes. Older children concentrate for long periods of time while exploring mathematical concepts as they plan and make play dough.
- Children feel safe and secure. For instance, all children skilfully carry chairs to a group area for circle time together. They show great respect for each other as they line up and wait to move to the next room.
- The staff provide a wide range of stimulating learning opportunities that children are confident to explore independently.
- Children are happy. The key-person system is effective and supports children who settle quickly. Parents comment that they feel fully informed about their children's next steps. Children are extremely well supported during transitions and changes. For example, when families move home or children move up from one room to the next.
- The manager and her deputy monitor individual children, and groups of children, to ensure that identified needs are targeted. Appropriate interventions are in place so that children receive support to close the gaps in their learning. For instance, they work closely with professionals, such as the speech and language therapist.

It is not yet outstanding because:

- Sometimes, resources provided outdoors do not promote a wide range of activities for children who prefer outdoor play.
- The manager's procedures for monitoring the quality of teaching are not precise enough to identify where staff can improve further and raise their practice to an even higher level.

What the setting needs to do to improve further

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

- develop the outdoor area to incorporate further learning experiences that are rich, varied and that highly stimulate all children, particularly those who prefer to learn outdoors
- strengthen the arrangements to monitor staff practice that helps to improve the quality of teaching to the highest level.

Inspection activities

- The inspector carried out a joint observation with the deputy manager.
- The inspector took account of the views of children and parents spoken to on the day.
- The inspector observed the quality of teaching and learning during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the manager. She looked at relevant documentation, such as evidence of the suitability of staff.
- The inspector had a tour of the premises used for childcare purposes.

Inspector

Angela Colman

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff receive safeguarding training and participate in discussions during supervisions and regular team meetings. They understand their responsibility to protect children's welfare. Staff follow appropriate procedures, including conducting risk assessments, to keep children safe. For example, they visit new parks to assess the levels of risk. Managers are ambitious and understand the early year's foundation stage. They observe and gather feedback from staff, parents and children to support evaluating the service. For instance, the staircase has been made safer so that young children can be more independent moving between the different rooms and outdoors. Additional funding for disadvantaged children is used effectively to narrow any gaps in their development. Relationships between managers and staff provide good role models to help children learn how to behave. Managers actively promote equality and diversity. For example, parents, staff and children are confident to speak in their home language.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy reading and joining in circle time. Older children develop their storytelling skills as they finish off sentences in stories. Staff teach the basics well. They support babies and toddlers to develop the physical and personal, social and emotional skills they need for the next stage of their learning. For example, children join in group times as they sing and point to different parts of their body. Children enjoy sharing and using different instruments to play rhythms along to songs. Staff make accurate assessments of children's development and work closely with parents to support their communication and language effectively, including those who speak English as an additional language.

Personal development, behaviour and welfare are good

Staff support children to form secure attachments and promote their well-being. They skilfully provide a wide range of activities that encourages younger children to interact with their older peers and enjoy learning together. Children quickly make friends. For instance, they confidently play in the sand together and make pretend cakes with the play dough. They display extremely good behaviour as they patiently wait for their turn to use different tools. They are confident and become independent in managing their personal needs. Children are encouraged to lead a healthy lifestyle. For example, they enjoy physical exercise outdoors on bikes and trikes and enjoy nutritious meals and snacks, such as fruit.

Outcomes for children are good

Children make good progress, in relation to their starting point. They develop the skills to support the next stages in their learning and for school. For example, older children take a book bag home to share reading with their parents. They learn to count and recognise numbers. They understand simple adding, such as 'more' and 'less'. Younger children enthusiastically use different tools for mark making on paper and painting at the easel.

Setting details

| | |
|--|---|
| Unique reference number | EY272868 |
| Local authority | Southwark |
| Inspection number | 10065926 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 0 - 5 |
| Total number of places | 42 |
| Number of children on roll | 23 |
| Name of registered person | The Fountain Children Centre |
| Registered person unique reference number | RP905975 |
| Date of previous inspection | 27 May 2016 |
| Telephone number | 0207 639 2233 |

Fountain Children Centre registered in 2004 and is managed by a committee. The setting employs eight members of childcare staff. All hold appropriate early years qualifications at level 2 and above. The setting opens from 7am until 6.30pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

