

388 Streatham Hub Children's Centre



Streatham United Reformed Church, 388 Streatham High Road, LONDON
SW16 6HX

Inspection date	19 December 2018
Previous inspection date	17 January 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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

This provision is good

- Self-evaluation is effective. The management team has reviewed and improved the observation, assessment and planning process. Effective partnerships between staff and parents help to support continuity in children's learning experiences.
- Staff make excellent use of incidental opportunities to help extend older children's early literacy skills. For instance, when children choose to play with pebbles, they encourage them to form letter shapes and words. Children are challenged and motivated to learn. They are prepared well for the next stages in their learning.
- Children build on their independence. Toddlers persevere to manage tasks, such as getting their coats on by themselves. They build confidence in their abilities and a positive self-esteem. For instance, they state 'I can do it by myself'. Older children help with tasks, such as tidying up after play. They learn to sweep the floor and mop the table.
- Staff stimulate babies' listening and attention well during activities, such as story time. Children learn to repeat words, such as, 'tick tock' when staff show them a picture of a clock and help them learn what sound it makes.
- Although staff plan well to support children's physical development, they have not fully considered ways to strengthen opportunities for babies to explore outside during different seasons and times of the year.
- Children do not have many opportunities to explore a wider range of activities and resources that help them to build on their growing awareness of different cultures and traditions.

What the setting needs to do to improve further

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

- consider ways to fully support babies to explore outside, during the different times and seasons of the year, to further enhance the already good opportunities available to them to build on their physical development
- increase opportunities for children to access and explore a wider range of activities and resources that help them to extend their growing awareness of different cultures and traditions.

Inspection activities

- The inspector observed children and how staff interacted with them.
- The inspector took account of the views of parents and children.
- The inspector viewed a sample of documents, including children's learning records.
- The inspector observed an activity with the manager and assessed how she evaluates staff practice.
- The inspector held discussions with the provider, manager and staff at appropriate times.

Inspector

Geetha Ramesh

Inspection findings

Effectiveness of leadership and management is good

Leaders and managers are ambitious and committed to continuous improvements. They supervise and guide the staff team effectively to achieve good standards in the quality of children's learning and care. Staff benefit from opportunities to strengthen their knowledge and skills. For instance, the special educational needs coordinator has received relevant training which helps her to guide staff to identify and plan for concerns in children's learning. Monitoring of children's progress is aimed at improving outcomes for individual children. The manager works well in partnership with other settings and professionals to develop and support targeted goals in individual children's development. Safeguarding is effective. Staff have up-to-date knowledge of safeguarding matters. They know the procedures to follow and the agencies to contact should they need to refer a child protection issue.

Quality of teaching, learning and assessment is good

Staff plan interesting activities to help stimulate children's communication skills. For instance, children eagerly choose objects from a box and learn to name them. Staff challenge their learning skilfully. For instance, when children have returned the objects to the box, they encourage them to recall what objects they had seen. Staff support children well to help them extend their mathematical skills. For example, children learn to count and measure ingredients as they make play dough. They learn to use mathematical language, such as big and small. Staff provide opportunities for babies to explore different materials, such as spaghetti. They introduce words, such as, 'slippery' and 'slimy' as children explore it with their hands and with a fork. Children learn to use words to describe some features of the world around them.

Personal development, behaviour and welfare are good

Staff are good role models. They teach children to respect each other and the environment. They help them learn to take account of the needs of others. Children behave well. They understand what is expected of their behaviour. Staff support an inclusive practice. All children, including those who speak English as an additional language, feel valued. Children are emotionally secure. Children learn to move in different ways. For instance, they learn to climb steps, come down a slide and to crawl through a tunnel. These activities help them to build on their physical skills.

Outcomes for children are good

Children are happy and confident. Toddlers begin to understand humour. For instance, they lie down and pretend to snore, and they laugh and have fun. Older children develop as confident communicators. They use language effectively to communicate their ideas, for instance, during role-play activities. Babies build on their creativity. For instance, when staff say, 'ticket please', they tap the staff's hand and pretend to give a ticket. Children build skills that help to support their progress and eventual move to school.

Setting details

Unique reference number	EY423134
Local authority	Lambeth
Inspection number	10080288
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	33
Number of children on roll	38
Name of registered person	388 Streatham Hub Ltd
Registered person unique reference number	RP530492
Date of previous inspection	17 January 2018
Telephone number	020 8677 7088

338 Streatham Hub Children's Centre registered in 2011. The nursery employs nine members of childcare staff, of whom eight hold appropriate early years qualifications. The nursery operates from 8am to 6pm, on weekdays for 51 weeks of the year. The provider receives funding for the provision of free early education for children aged two, three and four years old.

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