

Gospel Oak Children's Centre

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Gospel Oak Children's Centre is situated in the Gospel Oak area of London Borough of Camden. It was registered in 1994 and is one of several settings managed by Camden's Education Department. It operates from purpose built premises adjoining a health centre. The setting has four group rooms for babies, toddlers and the pre-school children, each with their own bathroom facilities. There are two enclosed outdoor play areas; one is dedicated to the babies and the larger space is shared by the toddlers and pre-school children. The setting is open each weekday from 8.00am to 6.00pm for 49 weeks a year.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 85 children under eight years may attend at any one time. There are currently 73 children in the early years age group on roll. The nursery provides funded early education for three and four year-olds. They also support children learning English as an additional language and children with special educational needs. The setting provides wrap-around care by way of an after school provision for children aged 3 years to eight years. The setting also provides two drop-in sessions for local parents and carers of children in the early years age group.

The setting employs 24 members of staff who work directly with the children, and six who are non-childcare staff. All child care staff hold appropriate early years qualifications. The setting is supported by the local early years service.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has developed exceptionally good relationships with parents; as a result, staff are well informed of children's individual needs. New initiatives to gather further information about children's interests are helping staff to further promote children's welfare and learning. The setting is committed to making continuous improvements to promote outcomes for children. Furthermore, partnerships with parents and other agencies that are involved with individual children are very well established.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- Review preparation time for outdoor play for the toddler age group to promote their individual needs
- Develop further the organisation of the learning environment so children can move freely between indoors and outdoors

The effectiveness of leadership and management of the early years provision

The setting is efficiently led and managed, and provides children with a safe and secure environment. Systems for safeguarding children are robust. For example, effective recruitment systems ensure that staff are suitable to work with children. Staff are effectively deployed to ensure children are appropriately supervised and well cared for. Staff are knowledgeable in the area of child protection. Furthermore, consistent relationships have been developed between the setting and safeguarding agencies, which ensures that child protection concerns are reported effectively.

The setting is committed to making continuous improvements. Effective systems ensure that management and staff continue to enhance the provision. For instance, the setting is about to begin home visits for new children, to further promote the settling-in period for all children. The staff team regularly update their childcare knowledge, and meet together regularly to discuss and improve their practice.

The setting has developed exceptionally good relationships with parents. Parents provide very positive feedback about the service. They have developed meaningful relationships with their children's key person and have regular meetings to discuss their progress, which keeps them well informed. New initiatives, recently implemented, are encouraging parents to share information about children's interests and progress at home. Parents report that they have been very well supported here, and always receive a warm welcome by all staff, including non child care staff. When new parents arrive to collect their children, staff provide good feedback about their day. This creates a homely and secure atmosphere for their children.

The setting promotes inclusion well. Staff take time to get to know the children during the settling-in period. Consequently, staff have formed secure relationships with the children and meet their individual needs effectively. Effective partnerships with other professionals ensure children are provided with support at an early stage, if additional needs are identified in consultation with the parents.

The quality and standards of the early years provision and outcomes for children

Children benefit from staff's knowledge of the Early Years Foundation Stage. As a result, they are provided with a good range of activities and experiences that are based on their stage of development and individual interests. Staff use careful observations on children to gain an understanding of their progress towards the early learning goals. Furthermore, new systems are being introduced to ensure that all staff provide the level of support that children need. This includes more

able children, and will ensure that all children are suitably challenged and make good progress in all areas of their learning. New systems have been introduced to promote children's speech and language skills. Consequently, effective support is provided for children to develop communication skills. Children who use English as an additional language are supported, as staff use key words in their home language. This is particularly effective when staff also share their home language, as they provide additional support to new children as they settle in. Babies and toddlers enjoy opportunities for songs and story time. Their interest is promoted by the use of props during a story about the jungle. They squeal with delight during familiar songs, such as "Row, Row, Row Your Boat."

Flexible planning ensures that children's interests are followed. When a group of older babies take their socks off, indicating they wish to put their feet in the paint tray and not the leaves as planned, staff quickly adapt the activity to maintain their interest. They learn simple safety rules during the activity, such as holding the adults' hands as they walk through the paint.

Older children benefit from opportunities for outdoor play, although this not organised so that all children can move freely between the indoors and outdoors. Consequently, when outdoor play is available, they are keen to get outside quickly. Although they are praised for their good listening and waiting, systems to get the children ready are not well organised, and they wait too long and begin to get restless. Once they are outdoors, they quickly access the bikes and scooters but pay less attention to the wider range of activities on offer. Pre school children make good use of indoor and outdoor activities. They concentrate well during self-chosen and adult led activities. They independently access the computers and are able to follow a range of programmes to support their learning. They enjoy a spontaneous activity to replant their hanging baskets with plants that have just been delivered. They are learning about the world around them as they take part in celebrations for Diwali. They proudly show their decorated hands to staff and visitors. Children become immersed in imaginative play as they pretend to make biscuits for staff and visitors. They are delighted as the adults become interested in their play, which further promotes their interest.

Children are happy and settled; they are forming secure relationships with their key person, which promotes their confidence and feeling of belonging. Children are familiar with the daily routines, which further promotes their security as they know what is going to happen next. They access a good range of resources and settle quickly to their chosen activities. Younger children are developing independence skills as they are learning how to serve themselves at lunch time and help themselves to water. Staff use their good knowledge of children's individual needs, through partnerships with parents, to support the children. For example, staff and parents work together when children are potty training, so children follow a familiar routine both at home and the nursery.

Children's good health is well supported. They are learning hygiene routines as they wash their hands before meals. Menus are planned in advance and take account of children's individual dietary needs. Parents are provided with good information for supplying foods for birthday celebrations. Consequently, treats and

healthy options are provided in line with individual dietary requirements, so all children can be included. All children including babies keep hydrated throughout the day, as they easily access fresh drinking water that is available at their level. Children are learning how to keep safe as they practise the evacuation procedure at the setting and are learning how to behave in an emergency. Good systems ensure that risks are prevented, and children can play independently as staff carry out thorough risk assessments for indoors and outings.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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