



Derinton Family Centre

Inspection report for early years provision

Unique Reference Number	EY283005
Inspection date	24 January 2006
Inspector	Tracy Maria Clarke / John Early
Setting Address	101A Derinton Road, Tooting, London, SW17 8HZ
Telephone number	0208 672 7358
E-mail	
Registered person	Derinton Road Family Centre
Type of inspection	Integrated
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Derinton Family Centre were registered in 2004 under a management committee. The group are based within a community centre, in close walking distance of the shops and transport facilities of Tooting, South West London.

The centre offer a variety of services including full and sessional day care, a breakfast club and after school facility, wrap around care and school holiday care. They work in partnership with a number of local primary schools, including Hillbrook,

St Boniface, St Anslem and Franciscan. The centre are open daily from 07.30 to 18.00, Monday to Friday, throughout the year.

There are currently 26 children on roll for day care, 3 who are in receipt of nursery funding. A further 20 children are on roll for the breakfast club and 34 children on roll for after school services. There are no children currently in attendance who have special needs, but there are a number of children who speak English as an additional language.

Eight staff are employed to work directly with children, of whom 5 hold a recognised childcare qualification and 5 escorts are also employed to walk children to and from school. There are currently 2 staff undertaking National Vocational Qualifications (NVQ2) in childcare and education.

The centre are members of the Wandsworth Primary Play Association (WPPA) who offer them support and guidance. In addition they access regular training and support through the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are fully encouraged to develop an awareness of healthy eating and healthy living. They are given a wide range of fruits to eat every day at snack time and new fruits they have not tried before are introduced on a regular basis. For example, younger children are fascinated as they look at the inside of the papaya and then taste it, whilst older children know that vitamin C helps fight infection and that bananas contain potassium for energy. The Cook provides tasty, nutritional and freshly prepared foods, shopping every day to ensure that ingredients are fresh and of good quality. Snack and meal times are very nice social events, where children serve themselves food and are encouraged to develop good table manners.

Children have a good awareness of following personal hygiene routines, as they wash their hands independently after messy play and before eating foods. Staff further enhance this by following effective systems during nappy changing and food preparation, which ensures that the risk of cross infection is reduced and children are kept healthy.

Effective record keeping ensures that children's dietary needs are known and that parents and staff have shared information regarding medication and accidents. A member of staff holds a first aid certificate and is therefore able to provide appropriate basic medical attention to any child who may need it.

Children play in the garden every day and have a healthy attitude towards physical exercise. Older children enjoy playing football and take part in activities such as high jump and long jump, to enable them to acquire and extend their skills. Younger children manoeuvre bikes and buggies around the playground, chase one another and attempt to walk along the balance beam. However, children who receive nursery

education are not challenged fully when playing in the outside area, because staff have not developed the planning sufficiently. Younger children enjoy moving to music and shake, jump and stamp their bodies when singing along to action rhymes. They develop their hand and eye co-ordination when building construction resources, moulding play dough, patting sand and pouring water.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have a good awareness of how to keep themselves safe. For example, they know they must walk in pairs when being escorted to school and must be aware of traffic when crossing the roads. They play with resources in a safe manner and are aware of the areas which are unsafe. For example, younger children know they must not climb on the wall in the garden and they take turns to walk down the stairs slowly, holding the handrail.

Children are cared for in a safe environment because staff have a good awareness of health and safety. They ensure children practise the fire drill regularly and identify hazards around the premises, taking immediate steps to remove them or make them inaccessible to children. Children play with toys and resources which are of good quality and age appropriate. They are reminded of how to use them in a safe manner. For example, younger children know they must watch out for other children as they ride their bikes around the playground.

Children's well being is safe guarded because staff are aware of child protection procedures and know the steps they should take to protect a child who may be at risk of abuse or neglect.

Helping children achieve well and enjoy what they do

The provision is good.

Children who attend the out of school facilities experience a wide range of activities which are play based and enjoyable. Children independently access the cupboard to choose board games, understanding and following the rules of the individual games, and enjoying playing against their friends. They go into the playground to play football and make up games where they can run and chase one another.

Children enjoy using the construction resources to design models. For example a group of children use the Lasy construction to build a Ferris wheel. Children enjoy talking about their ancestors, as part of a theme. They look up the countries where their parents and grandparents were born and discuss what the countries are like.

During school holidays children enjoy an exciting range of outings to local areas, such as the ice skating rink and bowling alley. They are taken out to the local playground or common most days, to take part in physical games such as football, basket ball and cricket or to undertake nature walks. Children enjoy their time at the after school facilities as they are provided with a range of age appropriate activities

which are varied day to day, but are also able to initiate their own games and ideas, be active or relax with their friends.

Younger children who attend the playgroup enjoy being with one another and with the staff. The atmosphere is welcoming and warm and staff provide very good care to ensure that new children feel happy when separating from their main carer. Children link up well to play alongside and with each other in a child friendly and age appropriate environment. They are developing their communication skills because there are lots of opportunities to sing songs and to talk about what they are doing. For example, small groups of children use language well to extend their imaginative play, as they wash the dollies in the water tray.

Children are able to explore through their senses, as they mould and pat wet sand and play dough, and use their hands to smear the paint across the paper. They enjoy listening to stories in small groups and respond to sound as they bang, shake and tap percussion instruments, experimenting with the different noises they make. Staff encourage children's self esteem through positive praise and encouragement and they manage children's behaviour very well, providing younger children with support as they learn to share and take turns.

Nursery Education

Teaching and learning is satisfactory, with some good aspects. Staff have a sound awareness of the Foundation Stage curriculum and are able to plan a wide range of activities to encourage children's all round progress. They are effective communicators, providing children with good support and effectively asking questions to encourage children to extend their vocabulary and think about what they are doing or seeing.

Staff are very aware of the progress the children are making as they undertake good observation's of children's achievements and use this information to determine the next steps for children's learning. However, this is not linked to the daily planning, so although the activities provided cover all areas of children's development, staff are not effectively differentiating the activities provided so that older children are fully challenged by the play environment.

Staff organise the resources and plan the room layout well, so that children can freely move from one room to another, initiating their own play. They deploy themselves well so they can offer encouragement to children, supervise activities, and engage in children's play.

Children make very good progress in the personal, social and emotional development. Their independence is encouraged at every opportunity so children serve themselves fruit at snack time, take themselves to the toilet, wash their hands and freely select resources that they want to play with. Children enjoying playing with the activities provided, and initiate their own games. For example, children in the home corner begin to use the play dough as food, and pretend they are having a picnic.

Children are generally well behaved and understand the expectations of the setting.

For example, in the garden they know they must take turns to play with the popular bikes. Children respond well to questions asked by staff and are able to talk about their families and the weather during the circle time discussions. They have built up a wide repertoire of songs which they sing with great enthusiasm and they enjoy listening to and accessing books throughout the session, although the large group story time at the end of the day is rather disruptive due to the different ages of children in attendance.

Children get great pleasure when they use the chalks in the playground, mark making on the ground and walls and showing their friends and the staff what they have done. They are beginning to recognise their name cards, although there are less opportunities for them to say and hear the first letter of familiar words.

Children match by colour and shape and enjoy using construction resources to design and build models. They use mathematical words such as heavy, big, small, empty and full as they dig in the sand and use containers to wash the dolly's hair in the water tray. Children can count confidently beyond 10 and use numbers in every day play, such as when singing songs. However, older children's mathematical thinking and opportunities to calculate are not fully encouraged in every day play.

Children have a strong sense of their diverse local community as they celebrate festivals in meaningful ways and play with resources which reflect equality. They talk about the days of the week, the changing seasons and are familiar with the routines of the day. Children are fascinated when they see the inside of the papaya, and enjoy talking about the seeds and tasting the fruit. Although there are planned opportunities for children to explore natural resources and living things, these are infrequent and there are few programmable toys or resources which enable them to question how things work.

Children are very imaginative, linking up very well with their friends to re-enact play based on their own first hand experience. For example, in the playground they use the bikes and cars to chase one another around and pretend to park the cars at the end of the play sessions. Children have lots of opportunities to develop their creative ability, enjoying the textures of paint, glitter, sand and play dough and they can freely access paper, pencils and paint throughout the session, to design what they like.

Helping children make a positive contribution

The provision is good.

The partnership with parents is good. Staff work closely with parents to ensure that children's individual needs are known. They ask parents to complete an 'initial child profile' when their child first starts at the group, so that they are aware of the child's progress to date. Children benefit from the effective partnership, as this ensures that they are well cared for and their needs are met. The settling-in arrangements are particularly effective as parents are able to stay as long as they need to, to ensure their child is comfortable and is confident being left without them.

Parents are kept well informed of their child's day because of effective two way discussions at the beginning and end of the day, although there is no formal process

to notify parents of their child's progress, such as a parents evening or written report. Parents are welcome to come and take part in events, although they are not fully encouraged to continue their child's learning at home.

Children are well behaved and are aware of the expectations of the setting. Younger children are given support to make the right choices, such as being kind and sharing toys, whilst older children are given good explanation so they understand why a rule has been made and why they need to abide by it. For example, older children know they need to watch out for younger children when playing football in the garden.

Children show mature behaviour when being escorted to and from school, paying attention to staff as they cross roads and walking sensibly along the road. Staff are very effective role models, offering praise and encouragement to children and creating an environment where children feel valued and well cared for.

Children are developing a good awareness of others, through festival celebrations and themed discussions. For example, younger children enjoy learning about Chinese New year, by undertaking craft activities, seeing Chinese symbols and tasting Chinese food. Whilst older children discuss where their ancestors come from, looking at the globe to see if they can find the country. The centre have created an inclusive environment which is welcoming to all.

Children and staff are reflective of the local diverse community and children enjoy playing with resources which depict positive images of race, disability and gender. Children's spiritual, moral, social and cultural development is fostered. Although the centre do not currently care for children with special needs, staff have undertaken training in this area and there is a policy which outlines the process they would follow if they needed to care for a child with additional needs.

Organisation

The organisation is good.

Documentation is well maintained, which ensures the safe and efficient management of the centre. Staff work in partnership with parents to ensure that records are updated and children's changing needs are known. Policies and procedures are well written, understood by staff and implemented well, to ensure that children remain safe and healthy. The recruitment procedure indicates that new staff undergo a vigorous vetting process to determine their suitability to work with children, although there are some unnecessary delays in the process, which means that the suitability decision is occasionally delayed. Children and staff records are securely maintained and there are effective systems to record arrival and departure times every day. However, some of the escorts are not included on the daily staff register.

The staff team work well together to create a stimulating and exciting play environment for most children. They deploy themselves well to ensure that children are supervised and receive good levels of support, and they rotate resources well to keep children's interest. The room layout ensures that children are able to independently access resources and initiate their own play. The care provided by all staff is good, so that children are warmly welcomed and given plenty of opportunities

to develop their confidence, self esteem and independence.

Leadership and management for nursery education is satisfactory. The manager evaluates staff's performance through formal appraisal and ensures that staff meetings take place on a regular basis. The deputy and the manager are effective role models, encouraging staff to work well together and to access regular training. The manager is aware of the strengths and weaknesses of the setting and is keen to develop systems to further enhance the care provided.

Currently older children receiving nursery funding are not provided with a sufficiently challenging environment, to ensure they make good progress in their learning. Overall however, they meet the needs of the range of children for whom they provide a service.

Improvements since the last inspection

This was the first inspection since registration.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints, which they can see on request. the complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that there are tighter timeframes in place in relation to obtaining references and CRB checks, so that the organisation can make the suitability decision as soon as possible, and ensure that escorts record their arrival and departure times daily

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide greater opportunities for parents to continue their child's learning at home and discuss their child's progress (also applies to care)
- improve the opportunities for children to explore living things and natural resources, to access more advanced tools and programmable toys and to develop their mathematical thinking within every day play
- revise the planning so that there are organised opportunities on a daily basis to differentiate the curriculum so that more able children are sufficiently challenged in their play

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk