

# Cheyne Children's Centre

Inspection report for early years provision

---

<b>Unique Reference Number</b>	105681
<b>Inspection date</b>	26 March 2008
<b>Inspector</b>	Alison Romanczuk
<b>Setting Address</b>	10 Thorndike Close, London, SW10 0ST
<b>Telephone number</b>	0207 349 1650
<b>E-mail</b>	jan.keen@rbkc.gov.uk
<b>Registered person</b>	Royal Borough of Kensington & Chelsea
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care, Crèche

## 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](http://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 good.

### WHAT SORT OF SETTING IS IT?

Cheyne Children's Centre is operated by the Royal Borough of Kensington and Chelsea. The premises are sited close to Gunter Grove and the Kings Road in Chelsea. The setting operates from a purpose built single storey building and has been operating as a childcare provision since 1975, initially as a Day Nursery, then as a Family Centre and, following completion of an extension in 2006, as a Children's Centre.

The premises includes six play rooms and an activity area, four meeting rooms, three offices, a kitchen, a milk kitchen, a laundry room, a staff room, and separate toilets for children and adults.

The outdoor play area has been refurbished.

The Children's Centre provides full day care, for a maximum of 57 children, of these 18 may be under two years old. A crèche is provided to support drop in groups and is registered to care for a maximum of six children under two years and out of school care during school holidays for a maximum of 16 children aged from three years to under eight years. There are currently

35 children on roll in the day care of whom eight three to four year olds receive nursery education funding.

Children attend a variety of sessions and the centre cares for children from a wide geographical area. Cheyne Children's Centre is open each weekday from 08:00 to 18:00 for 51 weeks of the year. A range of multi agency support and information services for children and their parents and carers is provided at Cheyne Children's Centre.

Cheyne Children's Centre is a member of the Royal Borough of Kensington and Chelsea's Early Years Childcare Development Partnership and receives Nursery Education Grant Funding as well as support from a qualified teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's developing bodies are well supported and they benefit from regular fresh air in their garden together with good opportunities to participate in large physical play as they run, jump and climb, for example. Their good health is further well maintained and underpinned by the centres attention to health and hygiene initiatives and by including this area in their plans for children's activities. As a result the children show increasing levels of independence when visiting the toilets, regularly wash their hands and help themselves to soap and paper towels. Younger children's nappies are regularly changed using clear guidelines to prevent cross infection and the environment is kept clean and well organised. Children's good health is further maintained should they become ill and staff work well with children's parents in seeking consent for emergency treatment and keeping appropriate medication records. The centre has two staff trained in first aid, and although this meets requirements it is minimal given the size and design of the centre. Children are well nourished at the centre and enjoy and benefit from regular water and snacks including fresh fruit. They enjoy freshly cooked meals such as roast chicken dinners from a menu which is well balanced and well thought out. Records of children's allergies are shared consistently amongst the staff team and cooks to ensure children's wellbeing at this time.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children's safety is given priority at the centre and is clearly underpinned by thorough policies and procedures for example, which cover health and safety matters and these are clearly inducted to all staff when they start at the centre. Risk assessments in place are used to good effect and allow staff to regularly check for any hazards around the building. Children are protected in a premises which have security cameras and all visitors sign the visitors book on arrival. They are well supervised at the centre and staff suitable to work with them. Children's safety is maintained because equipment and resources used are of good quality and meet safety standards allowing the children to move around and access resources to support their learning. Accidents, should they occur are suitably recorded and information shared with children's parents. Children are protected from fire at the centre and participate in regular recorded fire drills to familiarise them with this emergency should the need arise for evacuation. Fire safety equipment is regularly checked and exits clearly marked and accessible. Children are safeguarded from harm because staff demonstrate a mature approach to monitoring the children in their care and get to know

them well. They understand procedures for recording and sharing information should they have any concerns. Not all staff have attended the most recent safeguarding procedure training.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children enjoy and benefit from attending a centre where staff show a particularly strong enthusiasm and commitment to supporting their needs and interests and the centre has a friendly and family orientated atmosphere. Children's play and learning benefits because staff use their knowledge of Birth to three matters and The Foundation Stage to provide a varied and stimulating curriculum for all children attending. Lots of close contact and reassuring cuddles together with small grouping at the centre particularly ensures the babies feel settled and they are able to build secure relationships with staff. They babble happily and move around the room in order to explore resources such as heuristic boxes, mirrors and sand and water resources and staff are attentive to their individual needs. As the children move into the toddler room they demonstrate increasing confidence whilst enjoying role play, painting with their hands, feeling cornflour slime and making their water wheels move in the sand and water tray. Staff get to know the children well and observe and evaluate their play in order to provide a challenging and supportive selection of activities which spark the children's interest. Displays around the centre which show children's free expression through artwork and many photographs at the children's level encourage the children to feel part of the centre and to be involved in activities.

### **Nursery Education**

The quality of teaching and learning is good. Staff have attended training in the Foundation Stage and implement it well having also forged supportive links with the local authority and qualified teachers who regularly visit and offer additional guidance. As a result children achieve well as they work through the stepping stones and are busy and engaged in activities. Staff make good use of planned activities to extend children's learning, offering supportive questions to encourage children to think about what they are doing, for example and activities are carefully evaluated to ensure children are reaching their fullest potential in the learning areas.

Children progress well personally and socially and interact well with each other as they help to build towers with their maths cubes, for example. They demonstrate increasing personal independence and show good levels of concentration. Children's vocabulary is encouraged consistently throughout activities with staff using questions such as 'what else do we need?' and 'what did you find?' to spark conversations. Their speaking and listening skills develop well as a result and the children particularly enjoy and benefit from regular story sessions; some children confidently 'reading' stories back to themselves using their memory and illustrations from their favourite titles. Children recognise their names on their coat pegs and they learn to sequence as they help to create story boards linked to favourite books such as 'Peace at Last'. They participate in a range of mark making activities using pens, chalk and paint brushes, for example and displays show their imaginative drawings. However, opportunities to support literacy are less evident in written plans.

Children count with increasing proficiency, problem solve using sand and water and create interesting towers with their giant wooden blocks. They learn to sort and match using coloured and different sized objects and can identify numbers relating to their age. The stimulating and varied environment provided in the free flow family group rooms allows children the opportunity to explore different learning areas and staff are proficient at supporting children's learning

through their individual interests. Children participate in role play situations, create interesting art and craft work and investigate found objects such as different door handles and telephones, for example. Open access to the newly refurbished garden is used as an extension to children's learning and they enjoy activities such as climbing and manoeuvring wheeled toys and climbing in and out of giant cardboard boxes. They learn about growing fruit and herbs staff plant and particularly enjoy digging in the earth with their own gardening implements.

### **Helping children make a positive contribution**

The provision is outstanding.

Equality of opportunity and anti discriminatory practice is given priority and actively promoted at the centre in an effort to bring out each child's potential. Staff get to know the children exceptionally well and are attentive to each child's individual interest and personality. Children thrive because staff regularly observe and evaluate the children's reactions and plan activities accordingly. Children's behaviour is exemplary and they show care and consideration for each other. Their spiritual, moral, social and cultural development is fostered well. Staff offer lots of praise and encouragement for the children's achievements and the children respond well, know the routine and what is expected of them. Children develop a clear identity and a growing awareness of difference through the provision of well integrated resources and books which reflect different ways of life, culture and skin colour, for example. Participation in events such as The Cheyne carnival encourage the children and their families to celebrate difference and to meet with each other at a social occasion. Those children who may have learning difficulties and/or disabilities are well supported at the centre, most notably because of staff's commitment to fully include all children in activities but also because of strong links with outside professionals and the valuable sharing of information that these links bring. Partnership with parents and carers at the centre is outstanding in an open and welcoming environment. Parents are well informed about the curriculum and their children's achievements and staff build up good relationships early on through the key working system. They are well informed about their children's day at the centre and invited to participate in ongoing events and linked workshops at the centre.

### **Organisation**

The organisation is good.

Good recruitment procedures ensure the nursery is well staffed with a qualified and experienced staff team. Staff work well together and demonstrate a commitment and enthusiasm to providing good quality care and learning at the centre. Whilst the centre is currently in the process of recruiting a new manager, interim plans to oversee the smooth running of the centre work well and further ensure children's safety and wellbeing whilst attending at this time. Ratios at the centre are well maintained and children consistently well supervised. Training is regularly accessed and staff well supported through a range of individual and group meetings. The centre holds secure links with a multitude of additional services and outside professionals in supporting local children and their families. Documentation at the centre including comprehensive policies and procedures provides a strong foundation to the centres operational plan and works well in practice to meet the National Standard requirements.

Leadership and management of the Foundation Stage curriculum is good and managers have a clear vision for the setting to ensure all children are supported and reach their full potential. Staff are regularly supervised and have received good levels of training to support their knowledge and understanding in this area. Regular planning meetings ensure staff provide a

consistent and good quality service and ongoing improvements and training initiatives reflect managers commitment to maintaining these high standards. The setting meets the needs of the range of children for whom they provide.

### **Improvements since the last inspection**

At the last inspection the provider was asked to ensure that a written procedure for a lost child was devised and available for the staff team to follow. They were asked to ensure that the complaints procedure included the address and telephone number of Ofsted and that child protection policies were up to date and reflective of legislation. In response to recommendations the provider now has a full lost child procedure in place and a comprehensive complaints procedure available for parents to view. The child protection policy has been updated to reflect current guidelines which ensures children are safeguarded in this area.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet The National Standards.

The provider is required to keep a record of complaints made by parents, 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 good.

### **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):

- look into training for more staff in first aid to strengthen the nursery support in this area
- ensure all staff have received updated training in safeguarding children procedures

#### **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):

- ensure written plans include consistent opportunities for children to make marks in preparation for early literacy

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)