

Derinton Family Centre

Inspection report for early years provision

Unique reference number EY283005
Inspection date 03/08/2009
Inspector Janet Sharon Williams

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Type of setting Childcare on non-domestic premises

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.

Description of the setting

Derinton Family Centre was 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 45 children on roll, all of whom are within the early years age group. A further 19 children are on roll for the breakfast club and seven children on roll for after school services, of these only three are within the early years age group. The provision welcomes children who have learning difficulties or a disability and whom speak English as an additional language. There are three full time staff employed to work directly with children, all hold a recognised childcare qualification.

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 Derinton Family Centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are able to appropriately progress in their learning and developing through a balanced range of resources and play materials that are readily available or easily accessible to enable children to make their own choice about their play. Inclusive practice is promoted through staff developing a stable relationship with parents and for providing for children whom speak English as an additional language. The provision is currently putting together a self-evaluation to enable them to address areas of weakness and to make improvement on strengths to provide a positive learning environment to ensure that the welfare requirements are fully met.

What steps need to be taken to improve provision further?

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

- further improve staff's knowledge and understanding of issues surrounding safeguarding and protecting children
- appoint a designated person for behaviour management
- ensure written activity plans include the areas of learning
- ensure children's observation and assessment profiles are consistently kept

- up to date
- further improve staff's knowledge of the six areas of learning

To fully meet the specific requirements of the EYFS, the registered person must:

- devise and implement a system for risk assessment for outings (Safeguarding and promoting children's welfare)

05/08/2009

The leadership and management of the early years provision

There is some clear evidence that children are learning and developing. Written plans in place include a varied range of activities for both indoors and out. However, they do not include and identify the areas of learning. All children have written observation and assessment plans in place, where staff members identify the main area of learning of the activity the child is involved in. This is used to move children forward in their stages of development. However, some staff have failed to keep children's progress reports continuously up to date.

Management is aware that some staff have different training needs. All staff have completed a training course on the Early Years Foundation Stage (EYFS). However, there is clear evidence that they do not all have a knowledge and understanding of the framework, which reflects on children's learning and development, and some of the welfare requirements to keep children safe. Although some staff have completed a safeguarding and protecting children training course, a few staff are not able to explain any of the issues surrounding safeguarding and protecting children. A risk assessment is appropriately carried out for the premises, which includes keeping a record of when and by whom. However, the provision has no system in place for recording risk assessments for outings. Systems are in place for keeping records of accidents, medication to be administered and for recording children's arrival and departure times. The provision is currently reviewing how they can work more effectively with parents, such as, organising parent's evenings to discuss how children are progressing and developing. All parents receive up to date progress reports on their children, this also includes and identifies the areas of learning.

The nursery welcomes children who speak English as an additional language. The designated Special Education Needs Coordinator is aware of her role and responsibilities and has completed a relevant training course to ensure that the needs of children with learning difficulties or disabilities are met.

The quality and standards of the early years provision

The environment allows for older and younger children to learn, develop and satisfactorily achieve the early learning goals. Children are happy in their surroundings and confidently developing their independent and self help skills. Older and younger children share, help each other and showing each other

feelings through offering good support. Older children also assist the younger children in their physical development, encouraging and showing them how to ride a bicycle through peddling, using their large muscle control. Children are able to continue to enhance their physical development through using many of the outdoor play provisions, such as, the grounds of the local school and park, where they benefit from large climbing apparatus and run freely in the open space. Children when playing in the sand benefit through using their imagination, making cakes, using various equipment and talking about sharing their cake with others. Children socialise well. All of which contributes to their personal and emotional skills. Children widely use their imagination in the home corner, express real life situations, such as talking about how they are sun bathing.

Children are competent speakers, able to link letters in their name to words displayed on toys and equipment. Some children can write their own name and are encouraged to write their name on their art work. Children enjoy art and craft, know their colours, also mix various colours together to make other colours, for example, red and yellow together to make orange and continue to use their imagination, for example they indicate how their painting displays their family.

Routines in place allow for children to learn about hygiene habits and keeping themselves safe. For example, after messy play they know how to wash their hands. On outings, staff remind children how to keep themselves safe, such as staying on the inside of the pavement and remaining close to their partner and in the outdoor open play space they learn additional boundaries. Children learn about being healthy, at mealtimes they learn about healthy eating. Meals provided are balanced and nutritious, served with vegetables and fruit for desert.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	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

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