

We Care Child Care LTD

Inspection report for early years provision

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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*.

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Description of the setting

We Care Child Care is a privately owned bilingual pre-school, located in Brixton within the local authority of Lambeth. The pre-school is within walking distance to London transport, shops and local parks. The pre-school is registered on the Early Years Register to care for 28 children from three years to the end of the early years age group.

There are currently 11 children on roll, all of whom are in the early years age group. The setting supports children who speak English as an additional language.

Two members of staff work with the children, both of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school provides a welcoming and inclusive environment for all children and their parents. Staff respect the uniqueness of each child which is demonstrated through the excellent partnerships which helps to promote positive outcomes for children. The linguistic support offered is excellent, all children learn to speak Spanish and in addition many of the children speak another language at home. The staff organise the provision effectively, promoting children's welfare and learning through competent systems and procedures. The nursery shows great capacity for continual improvement, which is evidenced within their ability to reflect on their practice and to instigate clear targets for improvement.

What steps need to be taken to improve provision further?

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

- continue to develop and plan the use of the outdoor play space to extend children's learning.

The effectiveness of leadership and management of the early years provision

Children benefit from the care and experience of the established well, performing small staff team. They are safeguarded because rigorous staff recruitment procedures include relevant checks, such as criminal record checks, references and medical questionnaires. The staff have an excellent knowledge and understanding of child protection and a thorough safeguarding policy is in place for staff to follow should the need arise. Staff conduct thorough risk assessments of all areas of the premises to minimise potential hazards. All of the provision's policies and procedures are up to date and underpin the good practice carried out by staff. Staff are suitably deployed working directly with children.

The pre-school promotes inclusive practice with all children having opportunities to play with the excellent selection of resources available. Planning and assessment reflects the uniqueness of the child and takes into account their individual starting points. Staff are committed to making a difference for children and they are very reflective of their practice.

Partnerships with parents and others is outstanding. Parents are provided with excellent information about the Early Years Foundation Stage curriculum. Children's progress towards the early learning goals is effectively monitored and clearly recorded. Parents have open access to their child's development files, which are very well presented and organised under areas of learning. Clear systems are in place for obtaining children's developmental starting points from parents and regular assessments made by staff are shared and discussed with parents. During the inspection parents said that they were very happy with the provision and they were aware of their child's progress and how children's development and learning was assessed by staff. Parents particularly like that their children are learning a new language at the nursery and also felt that the nursery valued the child's home language skills. Although the nursery has only been operating for six months partnerships with others to benefit the children are very well established. Staff have developed links to meet the individual needs of the children in their learning and development. This includes the local authority advisory teacher and the special educational needs coordinator. Staff have begun to make links with local schools to help support children as they move on from the nursery and have visited the local children's centre.

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

Children benefit from the staff team's confident knowledge and understanding of the Early Years Foundation Stage framework. Staff plan a broad range of interesting activities and experiences for children, which supports them to make excellent progress in their learning and development. Activities are sensitively tailored to meet the individual needs of individual children. Additional support is given to either individuals or groups of children where appropriate. Children's progress is monitored effectively through regular observations of their achievement. This information is used successfully in planning to inform the next steps in children's learning.

An inclusive service is provided by the nursery. Displays, resources and art work reflect the wider community. Adults support children and provide an enabling learning environment where children can access all equipment easily. Children particularly enjoy using the equipment in the sensory room. In the ball pond the children delight in using technology to change the colours of the balls, they also choose the theme of pictures for the projector. Children confidently select from the 'music creation wall' while other children enjoy using the interactive dice to make their selection. They then relax in the 'calming tent' watching pictures of fish or of meadows projected on the wall. Special events are celebrated by the children, they have made night time spirals to celebrate Ramadan.

Children are confident and self-motivated and are developing skills for the future. They show visitors around the nursery and are able to say what they like about attending. They find out about how things work by using keyboards and cameras, build with construction toys and write for a variety of purposes. Children use their imagination as they play with the musical instruments and in the role play area.

Children enjoy exploring creative pursuits as they paint freely and choose to play with the many natural materials, such as sand, water and dough. All children are learning Spanish at this bilingual nursery. In the sensory room they play games to identify objects, while speaking in English and Spanish. Notices, posters and dual language materials support this further. Children's learning in communication, language and literacy is excellent as they use a range of techniques to express themselves. They demonstrate their knowledge of letter sounds, as they choose items during the lotto game sounding out the initial letter that the item begins with. Children are busy and engaged as they take the lead in their play. They freely make choices in their play and understand the routine of the day. When needed children refer to the visual timetable to support their understanding.

Children's early learning experiences are positive in a safe, secure and caring nursery. This helps them to develop skills for their future learning and education. They have very good relationships with the staff and have made friends at the nursery, they run to welcome a friend who has arrived late. They proudly show their own rules to visitors and they begin to understand and value their differences. They are developing positive hygiene practices which are instilled in their daily routines along with the emphasis on promoting healthy diets. Children are encouraged by the staff to play safely, discussions include the risk to children from strangers. Children's behaviour is very good and staff support them to resolve disputes and to work cooperatively. Constant praise and encouragement for even the smallest of achievements helps to develop children's self-esteem.

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

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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