

Cheyne Children's Centre

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*.

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

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, London. The setting operates from a purpose built single storey building and has been operating as a childcare provision since 1975. It opened initially as a Day Nursery, then as a Family Centre and, following completion of an extension in 2006, now operates as a Children's Centre.

The premises includes six play rooms, 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. There is a secure outdoor play area.

The Children's Centre is registered to provide full day care for a maximum of 57 children aged under eight years; of these no more than 18 may be under two years old at any one time. A separate creche is provided to support drop-in groups and is registered to care for a maximum of six children under two years. There is also an out of school care scheme during school holidays for a maximum of 16 children aged from three years to under eight years.. The setting receives nursery education funding for children aged two, three and four years.

Children attend a variety of different sessions and the centre cares for children from a wide geographical area. Cheyne Children's Centre is open each weekday from 8am to 6pm 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 the centre.

A team of 13 staff work directly with the children and all appropriate hold Early Years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children throughout the nursery appear happy, confident and motivated to learn, clearly enjoying themselves in the setting. Staff interaction is excellent, thereby enabling children to build secure relationships with the adults and other children. As a result, overall, children make good progress in their learning and development. Staff work hard to create an inclusive environment and children with additional needs are particularly well supported. Clear progress has been made since their last inspection and, overall, the setting demonstrates good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- review the systems to observe and assess children, ensuring all children's files are kept up-to-date, enabling staff to more effectively plan the 'next steps' in their learning
- promote children's opportunities to mark make, for example, to label their own creative work.

The effectiveness of leadership and management of the early years provision

Children's safety throughout the nursery is a high priority. Staff demonstrate good knowledge of safeguarding and child protection issues and they understand the procedures to follow in the event of the concerns being raised regarding the welfare of a child in their care. Regular risk assessments and safety checks ensure that the premises are safe, secure and well maintained at all times. Rigorous and robust recruitment and vetting procedures ensure that all staff working with the children are all suitable to do so. Staff are committed to updating their skills and attend regular training in areas such as safeguarding, health and safety, and first aid. Annual staff appraisals and regular supervision sessions ensure that staff are clear on their roles and responsibilities. Overall, management of the setting is good, with a positive child-focussed ethos.

There are generally good systems in place to monitor and evaluate the provision such as regular staff, management and parent meetings where all can contribute their ideas about the running of the nursery. Good quality newsletters keep parents updated on any changes that have been implemented. Management and staff have clear vision for the future of nursery and are able to identify the key strengths and also areas they would like to develop such as increasing opportunities for children to use the outdoor area more freely throughout the day.

There is an excellent range of high-quality resources throughout the nursery. In general children can freely access these. The children are able to use the sensory room in small groups with staff. Throughout the nursery staff actively engage with children promoting their learning, confidence and building their self-esteem. Staff within the baby and toddler rooms use a national programme 'Every Child a Talker' effectively to develop the younger children's communication skills. Makaton signing is used throughout the nursery to enhance children's early communication skills.

Staff develop positive relationships with parents and enable them to be involved in their child's learning and development. They are invited to join the nursery's advisory board and to put forward their ideas. Parents are able to access their own children's written developmental records and regular parent consultations provide an opportunity for them to talk to their child's key person in depth about their child's progress. Parents report that they are pleased with the progress their child makes, they feel the nursery is a positive experience which gives them confidence. A parent told the inspector that as a family they are always 'waving a banner' for the nursery. They feel that it provides a highly inclusive environment. There are secure systems in place to ensure good relationships with other early years

providers and professionals, particularly health visitors and speech therapists to ensure all children have the opportunity to reach their full potential.

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

Children clearly enjoy their time in the nursery. They are motivated and keen to participate in a good range of activities. They are developing secure relationships with the other children and the staff. A child notices his friend has returned from holiday and excitedly calls across 'I've been waiting for you'. They play happily together with the dinosaurs, hiding them in the sand. They confidently tell a visiting adult about the different types of dinosaur and whether they fly or move on the ground. Babies and toddlers benefit from the staff continually talking to them about what they are doing, singing songs as they wash their hands and giving lots of praise for 'good waiting'. Babies enjoy a music session where they are encouraged to explore lots of different types of instruments. A member of staff extends the session by encouraging children to sing and play the instruments to the beat of the music.

Children throughout the nursery thoroughly enjoy using the well resourced outdoor area. They grow their own vegetables and two children excitedly tell a member of staff 'the tomato is red'. Members of staff encourage them to pick the tomato and show their friends and the other staff the newly ripe fruit. They show a real sense of achievement as they proudly show it off to the different groups of staff and children. They have excellent opportunities to 'mark make' throughout the nursery and the outdoor area. However, at times staff automatically write children's names on their creative achievements rather than encouraging them to try out their emerging skills.

Staff complete assessments using post-it notes to record spontaneous observations and photographs to record children's progress. In addition they complete a termly report for each child which is shared with parents. However, some children's files do not have observations or photographs which are up-to-date. Therefore, it is difficult for staff to fully plan the 'next steps' for these children.

Children have excellent opportunities to develop healthy lifestyles. They participate in physical play sessions to increase their fitness levels and develop their physical skills. Children play formal games such as hockey and learn how to throw and catch a ball successfully. Children throughout the nursery quickly learn about good hygiene procedures. Babies are encouraged to wash their hands after nappy changing to build the links between toileting and hand washing. All the children benefit from exceptionally healthy and nutritious freshly made snacks and meals. Children learn about safety issues through discussion and projects. They learn about road safety through using equipment such as play traffic lights enabling them to practice crossing the roads safely. They have training in using scooters safely and are awarded certificates for completing the course. Children's behaviour throughout the nursery is good. They are encouraged to be polite and well mannered and benefit from the staff being excellent role models. Excellent poster

displays promote children's understanding about the different feelings they may experience. Children celebrate a range of festivals throughout the year learning about valuing respecting differences in each other's cultures, faiths and home backgrounds.

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	2
The effectiveness of the setting's engagement with parents and carers	2

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	1
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

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