

Walpole Creche

Inspection report for early years provision

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Inspector Chris Hodge

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Type of setting Childcare - Non-Domestic

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Introduction

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Description of the setting

Walpole Creche is run by the Pre-School Learning Alliance. The creche has been operating for many years and registered in 2011. It runs from the community hall of Walpole housing estate in Woolwich, in the London Borough of Greenwich. Access to the creche is through the concierge area, and there are stairs, a lift and ramp access. Children play in a spacious hall, which is partly divided. There are toilet and kitchen facilities and a residential play area for children's use. The creche operates from 9am to 12pm each morning and on Tuesday, Wednesday and Thursday afternoons from 1pm to 3.30pm, for 42 weeks of the year. The creche is part of a pilot scheme for funded two-year-olds. Children who are learning English as an additional language and children with special educational needs and/or disabilities are supported.

The creche is registered on the Early Years Register to care for 12 children at any one time, of these three may be under two years. Children aged from 18 months to three years may attend on a sessional basis. There are currently 23 children on roll. Three members of staff, including the manager, work directly with the children and all hold a level 3 qualification in childcare.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settle well because staff are very responsive to their individual needs. Staff use their good knowledge of the Early Years Foundation Stage to plan a wide range of activities and experiences to support children's learning. As a result, children make good overall progress towards the early learning goals in relation to their starting points and capabilities. Good attention is given to children's health and welfare. Overall, partnerships with parents and other early years practitioners are well established. Staff are committed to continuous improvement through ongoing training and effective systems for self-evaluation and reflective practice.

What steps need to be taken to improve provision further?

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

- encourage parents and carers to contribute to their children's learning journals
- link the indoor and outdoor environments, where possible, so that children can move freely between them

The effectiveness of leadership and management of the early years provision

The creche has comprehensive safeguarding policies and systems in place. All staff are fully aware of their roles and responsibilities for protecting children. A high priority is given to risk assessment and children's safety. Rigorous systems are in place to check that all adults working with children are suitable to do so. All staff hold a valid first aid certificate, and all required documentation and records are in place and well maintained.

The creche welcomes all children and their families, and fully promotes inclusive practice. Children who are learning English as a second language and children with special education needs and/or disabilities are fully supported. Children learn about difference through positive images and activities. Staff establish good relationships with parents and other early years professionals. They work in partnership to help ensure that children's individual needs are consistently met. The creche operates an open-door policy and has good systems in place for sharing information with parents and informing them about other services. Parents do not currently contribute to their children's learning journals, and this is an area for future development. Parents collecting their children say they are very happy with the care provided and their children's progress.

Staff provide a stimulating, well-equipped and welcoming environment. It is rich in visual displays of children's art work, posters and photographs. The hall is set out attractively, with a wide range of play resources and activities that cover the six areas of learning. This encourages children to make choices and develop their independence. Staff work well as a team and build up secure relationships with children. They demonstrate a strong commitment to providing good quality care and continually improving outcomes for children. All staff are involved in the evaluation process and attend regular training courses to enhance their professional development.

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

Children make good overall progress towards the early learning goals. Staff have good information about children's starting points and observe them closely, carefully planning for individual needs. Observation and assessment is used effectively to plan activities linked to the six areas of learning. Activities are based on children's likes and interests and support the next steps in their learning. Planning includes a good balance of adult-led and child-initiated activities and takes into account children's starting points and capabilities. Children have good opportunities for both indoor and outdoor play but currently they are unable to move between the hall and the outside play area when they choose.

Children are happy and settled. They enjoy taking part in the wide range of activities on offer and demonstrate a strong sense of belonging. Staff spend a lot of time playing and talking with the children, helping them develop their language and listening skills. Children enjoy listening to stories while sitting in the comfortable and well-resourced book area. They have great fun singing familiar songs of their choice and joining in the actions. Staff use lots of visual aids to support younger children and those who are learning to speak English or have additional needs. Children are encouraged to find their picture and name cards on arrival and their place mats at snack time. They have good opportunities for making marks. Children enjoy number rhymes and using play money for counting. Older children can confidently count and recognise numbers to 10 and are beginning to develop their computer skills. Children experience a good range of art and craft activities and have good opportunities for role play. Various themes and topics celebrating different festivals help broaden children's knowledge and understanding of the wider world.

Children's health and welfare is fully promoted and supported by comprehensive policies and procedures. Children are encouraged to adopt healthy lifestyles and learn about staying safe. They are beginning to understand the importance of good personal hygiene routines, such as washing hands after using the toilet and before snack time. The creche promotes healthy eating. At snack time there is a choice of healthy snacks, which include a variety of fresh fruits and water or milk to drink. Children are encouraged to serve themselves and to say 'please' and 'thank you'. Good systems are in place to help ensure any special dietary needs are met. Staff teach children to be active and to understand the benefits of physical activity, both indoors and out. Children enjoy their time at the creche, and staff recognise their skills and consistently praise their achievements. Children develop independence and important social skills, such as sharing, taking turns and playing together, before moving on to pre-school or nursery.

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	2
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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