

Infant and Toddler Centre

Inspection report for early years provision

Unique reference number EY286897
Inspection date 09/05/2012
Inspector Lynne Lewington

Setting address Grove House Children's Centre, Grove House Nursery
School, North Road, Southall, Middlesex, UB1 2JG
Telephone number 020 85710878
Email admin@grovehousecc.com
Type of setting Childcare - Non-Domestic

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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

Infant and Toddler Centre registered in 2004 and is a neighbourhood nursery in Grove House Children Centre in Southall run by Ealing Education Department. It operates from a purpose-built wing within the children's centre. A nursery school is also set within the children's centre. It is open each weekday from 8am to 6pm for 48 weeks of the year. Children have access to a secure enclosed outdoor play area.

The centre is registered on the Early Years Register to care for a maximum of 42 children at any one time; of these 18 may be under three years. There are currently 24 children aged from eight months to three years on roll. The centre is funded to provide free early education to children aged two years. Children come from the local and wider community. The nursery supports a number of children who speak English as an additional language. The nursery employs eight staff; of these, six hold an appropriate early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff create a stimulating, vibrant and welcoming environment where children's interest and natural curiosity to learn is consistently encouraged. They meet children's individual needs extremely well and outcomes for children are significantly enhanced by staff's excellent knowledge and understanding of how to nurture children in their care and learning. Records of children's achievements are attractively presented and shared with parents and systems to accurately monitor children's all-round development are generally highly effective. Excellent relationships have been formed between children, staff and parents. Exemplary organisation, leadership and management, and rigorous self-evaluation are key strengths within the setting and are used highly successfully to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- refining the systems used to record and track the progress of the two-year-olds and under twos.

The effectiveness of leadership and management of the early years provision

Safety is a high priority in this setting and security is excellent. Comprehensive risk assessment procedures and records are used highly effectively to identify and minimise potential safety risks to both adults and children. Staff demonstrate a very good knowledge of child protection issues. They are fully aware of their roles and responsibilities and know who to contact should they have any concerns. Robust recruitment and vetting procedures help to ensure all adults looking after children, or having unsupervised access to them, are suitable to do so. Documentation required for the safe and efficient management of the setting are meticulously maintained

Partnerships with parents and others are fostered exceptionally well. Parents speak highly of the setting and comment on how staff make them feel very welcome and ensure introductions to the setting are managed effectively. Regular two-way communication ensures that important information regarding individual children is appropriately shared. A wealth of useful information for parents is displayed around the setting and shared verbally by staff. Inclusive practice is extremely evident and staff work hard to ensure every child's individual needs are known and met. Excellent systems are in place to support children with special educational needs and/or disabilities and those who speak English as an additional language. Staff work highly successfully in partnership with parents and other professionals involved in the children's care. Together they carefully consider the needs of individuals when planning and implementing activities.

Excellent use is made of the available space both indoors and out. Children enter the setting with confidence and are keen to participate in the experiences available to them. Resources, including staff, are deployed very effectively enabling children to receive a high level of attention in a spotlessly clean, well maintained and interesting environment. Children can choose from a wide variety of toys and equipment and thoroughly love the purpose built outside play environment where they develop their learning and skills so well.

The leadership and management of the provision is outstanding. The manager and staff team have high expectations and demonstrate a high level of enthusiasm which leads to consistent and continuous improvements enabling them to adapt and meet children's needs consistently. The personal and professional development of all staff is actively encouraged and there are clear systems in place to monitor the provision. Staff attend various training opportunities to increase their skills and to ensure they keep up-to-date with changes. Management show an excellent appreciation of the setting's strengths and there have been a variety of improvements since the provision's last Ofsted day care inspection. This includes improving hygiene provision and record keeping.

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

Excellent relationships are evident between the staff and children. Children greet staff warmly as they come on duty showing genuine warm relationships develop between the children and adults. All children are very happy, relaxed and settle well into the daily routines. Babies and toddlers bond well with staff and positively respond to the excellent levels of care shown to them. Children enter the setting exceptionally confidently and separate from their parents to become engrossed in their play enthusiastically, indicating they feel very confident, safe and secure. They learn about safe behaviours through gentle but consistent reminders. For example, an awareness of the impact of their behaviour is developing as they move around in the play car and are reminded to look where they are going, to prevent accidents. Children are actively encouraged to follow sensible effective hygiene routines such as hand washing before meals or after nappy changing. The nursery staff promote healthy eating; the meals and snacks are freshly prepared and are nutritionally balanced. Vigilant care is taken to ensure dietary needs are met appropriately and the menu is clearly displayed on the parents notice board to keep parents well informed.

Children make excellent progress in this environment. Information gathered from parents on admission informs staff enabling them to plan, observe and challenge children's interests and abilities encouraging their continuous development. The observations supported by photographs are shared with parents and used to inform progress records. The current recording system used to track children's progress is effective but it is an aspect which appears less detailed in some areas than in others. The next steps for children's individual learning and development are identified and planned for. Parents are actively encouraged to share information with staff routinely and their contributions to their children's learning and development are embraced.

Staff act as excellent role models within the setting, they behave calmly and politely towards children, visitors and each other. They are patient and kind in all their interactions with children, clearly demonstrating an understanding of young children's developmental needs as they move between the many resources. Consequently the children are calm, happy and behave well. The babies and toddlers are beginning to make choices in their play and the adults ensure they get the best from these learning opportunities. For example, a child watches another climb and stand on a large stone then jump off, the child tries to copy but has difficulty coordinating movements and balancing. The adult encourages the child to try again but does not take over. Eventually the child succeeds and positively glows from the praise received for the simple achievement.

Children enjoy fresh air and physical activity everyday in the well equipped attractive outdoor area. Children demonstrate increasing skills as they ride push along wheeled toys, use balls, climb and jump, and dig in the sand. A den provides an exciting hideaway which they crawl into, they giggle happily as the adults peep at them through the covers. Adults allow children to lead the play and extend and introduce ideas to extend the play. For example, a child asks the adult to read a

story while the children are in the den. The adult sits close and obliges as the children listen intently. High quality books are easily accessible to the children in the indoor and outdoor environment and they use them well, turning pages and pointing out things they recognise. They have opportunities to make marks in a variety of ways with easy access to crayons and chalk. Some enjoy making marks in the sand with fingers and tools. Children learn about shape, size and position as they explore their environment. Staff reinforce the learning as they comment, for example, on the child fitting into the small den, sitting 'on' the push along, looking 'under' the table for the ball and building a 'big' castle in the sand. These simple comments encourage children's understanding of early mathematical language. Children competently use wooden puzzles, sorting and arranging the shapes to complete the puzzles. Children learn about the natural world through their outdoor activities as they use water, sand and learn to dress appropriately for the weather. Children enjoy simple experimental actions such as rolling the ball and watching its path and babies follow ribbons staff wave in the breeze. Children have access to resources to enable them to be creative in their play and act out events or experiences. For example, a child pretends to be a fire man with a long hose as he rides on a sit on fire engine around the outside environment. It is clearly evident that ample opportunities are offered to enable children to develop their skills in all areas of learning. Children have fun and relish their time here.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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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	1
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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