

# William Temple Creche

Inspection report for early years provision

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EY437669

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22/06/2012

**Inspector**

Chris Hodge

**Setting address**

Mulberry Park Childrens Centre, Boxgrove School,  
Boxgrove Road, LONDON, SE2 9JP

**Telephone number**

02083100040

**Email**

**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

William Temple Creche registered in 2011. It operates from Mulberry Park Children's Centre, in Abbeywood, in the Royal Borough of Greenwich and is managed and funded by Royal; Greenwich Pre-School Learning Alliance. The creche operates from a room within the centre with an enclosed outdoor play area. Families enter the setting through the main entrance of the children's centre. There are toilet, hand washing and nappy changing facilities and a kitchenette for the preparation of snacks and drinks. The creche operates Monday to Friday from 9am to 12noon, term time only. Children who are learning English as a second language and children with special needs and/or disabilities are well supported. The creche is registered on the Early Years Register to care for a maximum of 12 children in the early years age group, aged from two years. There are currently 17 children on roll aged two and three years. Three qualified staff work with the children, all hold relevant childcare qualifications. A fourth member of staff is currently employed to provide one to one support.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good overall progress in their learning and development in this inclusive, friendly and stimulating setting. Staff use their good knowledge of the Early Years Foundation Stage to provide children with a wide range of interesting and challenging activities that cover the six areas of learning. Overall, partnerships with parents are well established to ensure children's individual needs are consistently met. Children's safety and welfare is given high priority and is underpinned by comprehensive policy and procedural documentation. The staff team are committed to continuous improvement and achieve this through effective systems for self-evaluation, on going training and working with other childcare professionals.

## What steps need to be taken to improve provision further?

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

- encourage greater parental involvement in children's learning by finding out about children's starting points on entry to the creche and incorporating home observations into planning and assessment.

## **The effectiveness of leadership and management of the early years provision**

The creche has comprehensive safeguarding policies and information available, to ensure all staff are fully aware of their role and responsibility for protecting children. Staff have good procedures in place to check that children are kept as safe as possible from accidents in the pre-school. All staff are first aid trained. Regular fire drills are carried out to ensure that staff and children are familiar with emergency evacuation procedures. Robust recruitment procedures are in place to ensure that all adults working with children are suitable to do so. All required documentation and records are in place and are maintained.

The creche provides children with a welcoming, interesting and well-equipped indoor and outdoor play environment. The play room and outside play area are set out attractively with a wide range of stimulating activities that cover the six areas of learning. Resources are very accessible and encourage children to make independent choices about their play. Visual displays of children's art work and photographs of activities give children a sense of their importance and value. The creche welcomes all children and their families and fully promotes inclusive practice. Children learn about difference through positive image play resources and activities. Staff work with other early years professionals and offer one to one care to ensure children with special education needs and/or disabilities receive high levels of support. Staff establish good relationships with parents and work in partnership to meet children's individual needs. The creche operates an open door policy and many parents collecting their children state that they are very happy with the care provided and their children's progress. Parents regularly take part in various events put on by the creche. However, there are no formal systems to find out about children's starting points on entry to the creche or to encourage parents to be involved in their children's learning. Although no children currently attend other settings, staff say they are happy to work in partnership with other settings should this occur in the future.

Staff work well as a team and build up secure relationships with children. They demonstrate a strong commitment to providing good quality care and to continually improve outcomes for children. For example, plans are in place for a canopy or awning to be erected in the garden, to allow more opportunities for outdoor play. Also from September children will be taking part in the Forest Schools project. All staff are involved in the self-evaluation process and attend regular training courses to keep their professional development up-to-date.

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

Children make good overall progress towards the learning goals because staff observe them closely and carefully plan for their individual needs. Observation and assessment is used effectively to plan activities that are 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. Children have good opportunities for both indoor and outdoor play.

Children enjoy their time at the creche and have fun socialising and learning. They are well supported by a dedicated and knowledgeable staff team who are friendly and encouraging. This enables children to feel safe and to become confident and independent learners. Children are keen to join in activities. For example, they enthusiastically take part in warming up exercises before dancing and singing to their favourite songs. Children are developing good communication skills because staff spend a lot of time playing with them and talking to them. Older children are becoming increasingly confident talking to adults and using language to organise their play with their friends. Children enjoy listening to their favourite stories and using mark making resources to practise their early writing skills. Many children can recognise numbers up to nine, out of sequence. They enjoy counting activities and at snack time children confidently recognise the colour of their cups. Children experience a wide range of art and craft activities and have good opportunities for role play. They have fun exploring with sand and learning about floating and sinking at the water trolley. Puzzles and construction resources are readily available for problem solving. Planting and growing activities encourage children's awareness of nature. Various themes and topics celebrating different festivals help to broaden children's knowledge of the wider world. For example, photographic displays show children having great fun celebrating Black History Month and more recently, the Queen's Diamond Jubilee.

Children learn about staying safe and are encouraged to adopt healthy lifestyles. They are learning the importance of good personal hygiene routines such as hand washing after using the toilet and before snack time. Staff promote healthy eating and provide children with a choice of fresh fruit snacks and bread sticks, with water or milk to drink. Children are encouraged to develop their independence by helping themselves to snacks and pouring out their own drinks. Children have good opportunities to be active both outdoors, in the well equipped garden, and indoors during large group activities. Overall children behave well; they make friends and are learning to be responsive to the needs of others. They happily help staff to clear away activities ready for snack time and support their friends at hand washing time. Staff recognise children's skills and constantly praise their achievements. The creche provides a good learning environment which supports all children to move on confidently to the next stage of their development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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