

Derinton Family Centre

101A Derinton Road, Tooting, London, SW17 8HZ

Inspection date	26/10/2012
Previous inspection date	03/08/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff enjoy caring for children and working with local families, which ensures that an inclusive environment is provided.
- The well-qualified team demonstrate a secure knowledge and understanding of the Early Years Foundation Stage and know how to plan for each child's learning and development.
- Children are highly encouraged to be active, learn control of their bodies, and develop their physical skills.
- Children competently access toys and equipment to take into their play and benefit from being able to choose whether to play indoors or outdoors.

It is not yet outstanding because

- Children are not consistently offered opportunities to learn more about the natural world in the garden.
- Children's identified next steps of learning and development are not always shared with parents with a view to building on their experiences at home.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in two playrooms and an outside play environment.
 - The inspector spoke with the manager practitioners and children.
 - The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector sampled some documentation in relation to children's progress,
- evidence of suitability of practitioners working within the centre, and a range of other documentation.

Inspector

Carly Reigler

Full Report

Information about the setting

Derinton Family Centre was registered in 2004 under a management committee. The group is based in a community centre, in close walking distance of the shops and transport facilities of Tooting, South West London. The centre is open daily from 7.30am to 6.00pm, Monday to Friday, for 50 weeks of the year. A breakfast club and after school club is located offsite in partnership with a local school. The centre works closely with a

number of local primary schools, including Hillbrook, St Boniface, St Anslem and Franciscan.

The Derinton Family Centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 40 children on roll, all of whom are early years children. The setting welcomes children with special educational needs and/or disabilities and those who speak English as an additional language. There are nine members of staff, all of whom hold a recognised childcare qualification. The centre staff are members of the Wandsworth Primary Play Association (WPPA) who offer them support and guidance.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the garden area to offer learning opportunities for example caring for vegetables and flowers in order for children to learn more about the natural world.
- share children's identified next steps with parents, enabling them to build on their children's learning experiences at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff demonstrate a good knowledge of the learning and development requirements. Staff make regular observations of the children and the assessment and planning process is well organised. This enables key workers to develop an action plan for each child. Staff ensure that they are fully aware of children's individual interests by working closely with parents and with other settings children attend. Further observations and assessments support planning of activities that interest and stimulate children. This helps children make good ongoing progress.

Relationships between staff and children are very good. The children come into the centre happily and approach staff confidently. This demonstrates that appropriate bonds and secure attachments are in place. Staff are well aware of children's backgrounds and families, and celebrate these, so that children know about and relate to each other. Children move and choose freely around the centre, taking part in a wide range of interesting activities and experiences. Staff use effective questioning techniques such as

open-ended questioning and appropriate vocabulary. They are quick to seize an opportunity to read or sing together with the children. This supports children's language and communication skills well. Deployment of staff is well considered. Therefore, children benefit from good levels of adult support. Staff's sound knowledge of the children's individual needs make sure that children's welfare is effectively promoted and that there is equality of opportunity and inclusion for all children.

Children quickly identify what they want from a clean and tidy environment, and access it for themselves. They explore a good range of different materials and media when creating artwork and in exploring messy activities. Children's fine motor skills are developing well. They confidently handle a range of small tools such as cutters and rollers when exploring play dough and competently transfer mixture from spoons onto a plate during cooking activities. The children are fascinated by the change of colour and texture as they add ingredients together. A game of hide and seek gives children the opportunity to extend their counting skills when they count to five before finding each other. Children's development of numeracy is further broadened through daily routines and activities such as counting steps up to the outdoor area, and counting how many children are sitting round the table. Children show a developing preference for a dominant hand as they carefully paint onto their hand to make prints on paper. Adults make use of the activity as they support children in talking about the colours that they are using.

Children thoroughly enjoy stories, listen attentively and predict what happens next. Opportunities for all children to develop speaking and listening skills are provided consistently because all children are included in the singing and storytelling. Children enjoy being part of the story telling process and they are encouraged to join in by staff using different voices and repetitive words to tell the story. Children demonstrate a clear understanding of links between activities at home and at the centre, for example, a child shares with the group that they are enjoying a story at home with their father. Staff use props and puppets to captivate children's interest further. Reflective questions such as "what else might we use our feet for?" help children to think about what they are doing. Staff encourage open-ended thinking by not settling on the first idea. They offer positive, appropriate interaction that engages children in the activities available. Children are acquiring useful skills to prepare them for the next stage in their learning.

The contribution of the early years provision to the well-being of children

Relationships with families and children underpin an effective key person system. Each child has an allocated key person who oversees their care and liaises with parents in order to provide stability for the children. Staff are keen to make transitions as smooth and stress-free as possible for children and their families, both in the centre and when children move onto school. This supports continuity in children's care and education. Children demonstrate close relationships with staff, for example being eager to greet adults on arrival. Staff are friendly and thoughtful. They value the choices that children make. Children develop a strong sense of belonging as they enjoy looking at photographs of themselves displayed in books and learning journals. Children watch adults for non-verbal clues as to their progress as they undertake tasks such as pouring. Staff praise and

encourage children, using gestures such as raising hands and using facial expressions to express surprise and interest. This supports children's self-esteem and encourages curiosity.

Children know the importance of safety and this is because staff set high standards that help children to develop safe routines. Throughout play, children are reminded to be safe. They learn about fire procedures and what appropriate action they might need to take because adults support them with regular well-recorded practices. Children's behaviour is very good. They enjoy the company of and listen carefully to each other and adults. Opportunities for children to be active, learn control of their bodies, and develop their physical skills are good. Children are developing very healthy lifestyles as they gleefully engage in a game of hide and seek, and ball games in the outdoor play area. They all have waterproof cloaks and wellingtons to enable them to make the most of the outside environment in all weathers. A small garden area offers the opportunity for children to learn about the natural environment. However this is not fully utilised throughout the year to further support children's exploration of the natural world.

Children are able to access fresh drinking water independently at all times, which encourages them to gain a good understanding of the importance of regular water intake which promotes good health. Children readily adopt healthy choices further by willingly following effective hygiene practices and routines. For example, they gain a clear understanding of why they must wash their hands after handling animals. The children remind each other to do this.

Children gain a good understanding of healthy eating. They are offered healthy options for snacks and enjoy discussion about other foods they have occasionally. They successfully develop their self-help skills as they skilfully help themselves to small plates and cups and choose from a selection of fruit, and as they pour their own drinks of water or milk. Staff record children's allergies diligently and ensure that systems are in place to ensure children with allergies do not come into contact with foods to which they have an intolerance. The children are very content and settled because their individual health, physical and dietary needs are met and as a result, they enjoy their snack and mealtimes and exercise opportunities very much.

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

The manager organises the provision well and is an effective leader. The enthusiasm she has for caring for children and working with local families ensures that her team is motivated to provide an inclusive environment. She is helped by her able deputy and other members of her staff team. Effective steps are taken to ensure children stay safe. The staff recruitment and vetting procedures are rigorous and robust as is the staff induction programme. The centre maintains the list of staff's Criminal Record Bureau checks well. A detailed risk assessment is carried out to ensure that all areas of the building and garden are safe. Staff demonstrate a sound understanding of procedures to follow and action to take if they have any concerns about children in their care.

The manager and deputy manager work closely together in meeting requirements. For example, they regularly work together to focus on priorities and to ensure that messages to staff and children are consistent. There are rigorous and effective systems for self-evaluation in place. Staff are encouraged to be pro-active in the decision making process. Areas of weakness are systematically tackled as the staff work their way through completing a self-evaluation process that provides realistic and challenging targets. For example, systems to observe and assess children's progress have been greatly strengthened. This has led to progress in planning for individual children and promotes improved outcomes in their learning.

Each staff member engages in reflective practice and continuous professional development. Staff plan and provide a wide range of activities that interest children and promote good outcomes in their learning and development. These measures secure improvement, raising the overall quality of the provision, which supports a positive impact on the outcomes for children.

Staff are keen to work with parents in a cohesive approach. Parents state that any feedback that they offer is taken seriously and actions are quick to be implemented. They assert that they are extremely happy with the care and education offered to their children. Partnerships with parents ensure that children are well cared for and that their individual needs are well met, although systems are not yet fully developed to encourage home learning. Effective partnership with other providers and professionals promotes an integrated approach to children's care and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY283005
Local authority	Wandsworth
Inspection number	814704
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	29
Number of children on roll	40
Name of provider	Derinton Family Centre
Date of previous inspection	03/08/2009
Telephone number	0208 672 7358

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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