

Ladywell Early Childhood Centre

London Borough of Lewisham, Ladywell Early Years Centre, 30 Rushey Mead, LONDON, SE4 1JJ

Inspection date	04/11/2013
Previous inspection date	24/10/2011

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	1	2
The contribution of the early years provision to the well-being of children	1	
The effectiveness of the leadership and management of the early years provision	1	

The quality and standards of the early years provision

This provision is outstanding

- The quality of teaching is exceptional which means children progress and develop quickly from their starting points.
- Staff are highly skilled in supporting children to form strong, effective attachments with them, which helps children settle very well.
- Highly effective partnerships with external agencies and parents means children's individual needs are exceptionally well met.
- High quality professional supervision of staff supports them in offering children the very best education and care.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 children at play and staff's interaction with them.
- The inspector examined documentation, including a representative sample of children's records, accident records and policies.
- The inspector and the manager completed a joint observation of the children.
- The inspector spoke to staff and the manager.

Inspector

Caroline Preston

Full report

Information about the setting

Ladywell Early Childhood Centre registered in 2007. It is a local authority owned setting situated in Ladywell, in the London Borough of Lewisham. It operates from purpose built premises and has access to six group rooms and enclosed outdoor spaces. The centre serves the local area and is open all year round, from 4am until 6pm Monday to Friday. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The centre may care for a total of 80 children aged from six months to under eight years. There are currently eight children in the early years age range on roll. The centre is funded to provide free early education to children aged two, three and four years. The centre currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The centre specialises in providing care and learning for children with complex needs. There are eight members of staff, including the manager. All staff hold appropriate early years qualifications; of these, one member of staff has a level 6 qualification and seven staff hold a level 3 qualification.

What the setting needs to do to improve further

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

- strengthen opportunities for children to enjoy music and enhance their learning, for example by introducing background music.

Inspection judgements

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

Staff provide exceptionally high levels of support to children with complex needs, which helps them to progress and achieve specific levels of development effectively. Activities are planned in detail by staff and external agencies. Staff are highly trained and the quality of their teaching is inspirational because staff know how to engage with children and challenge them to learn. Staff are patient and passionate about their teaching and work with children. Staff provide one to one care and education to children and their interactions with children are of high quality. For example staff model and repeat language to encourage and teach children words. They speak clearly and focus on the child as they speak, engaging them and keeping their attention. As a result, children with very little language learn new words and understand sentences spoken to them. Staff encourage and praise children for all their achievements making learning fun and enjoyable. Children clap their hands and smile with excitement because staff gently spray water, and blow bubbles at them to support the development of their senses. Staff provide excellent opportunities for children to develop, have created an outstanding learning environment. Children love music and have many opportunities to use and hear musical instruments.

However, staff have missed an opportunity to further develop children's enjoyment of music, and enhance their learning, by sometimes playing background music, for example.

Staff make precise assessments of children, including their medical needs, and work closely with parents and others to plan the next steps in each child's development. Children who attend the nursery have a range of complex needs. Staff therefore ensure they have a comprehensive knowledge of the child and family before they start. This supports children very well and helps them to settle.

Staff engage with children consistently as a result children are motivated to learn. They are eager and excited to take part in activities such as painting. Staff sensitively encourage children who do not like the touch of wet paint, to explore and begin to enjoy it. This enables them to make small steps towards creating their own pictures. Staff provide many different areas of play which support children very well. For example, the soft play room helps children to develop their physical development, and children are able to stand up and balance holding on to the soft furniture. Some children lie down in the soft balls and manoeuvre their bodies in safety. Staff provide outdoor play so that children have opportunities to meet up and learn from other children in the children's centre, promoting their awareness of others and helping them to make relationships with other children. Staff enable children to move around with support using their walker to explore the outside environment and enjoy the fresh air.

Staff provide a sensory space in the playroom, which encourages children to be tactile and touch and feel the optic lights. The dark room is equipped with many different coloured lights, staff take children in here to stimulate and support their visual development. Staff are highly skilled at holding children correctly to support their bodies and give them opportunities to move independently, for example by turning their head slightly to observe what is going on around them. All of which supports children to move on to their next stage of learning.

Staff are highly successful in engaging parents, so that the learning children make at the nursery can be continued at home. For example, staff share information they have gained from physiotherapists, to promote children's physical development. Staff discuss strategies that parents can use at home, to ensure their child's comfort and well-being.

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

Staff are highly skilled at helping children to form strong emotional attachments at the nursery. Staff spend quality and planned one to one time with children when they first start and continue this so that children settle in and make strong relationships with them. This is achieved with the support of parents who are fully involved in their child's initial assessments. As a result, children make rapid progress, given their starting points. For example, children sit on a staff member's lap and take part in singing activities with a small group of children. Children are calm and settled and do not reach out for their parent or become upset. Parents acknowledge that this is a great achievement and are amazed at this level of progress. This demonstrates a significant developmental step for

children with such complex needs, and who are new to the nursery. The excellent quality of teaching effectively promotes children's physical and emotional well-being.

Children begin to learn about others as staff provide resources and celebrate various festivals to reflect the wider world. Staff support children's care needs by developing individual care plans to meet children's dietary and physical needs effectively. Staff work on a one to one basis with children and implement behaviour boundaries suitable for each child's understanding. Consequently, all children behave well.

Staff successfully enable children to build their self-confidence. As a result, children make excellent progress and are able to sit still for short periods of time and engage meaningfully with staff through eye contact. Staff enable children to learn about their own safety. They help them challenge themselves and take considered risks by consistently supporting them in using their walker as they move safely around the playroom and garden. The learning environment is highly stimulating. Children are surrounded by a range of interesting resources that motivate them and help them develop. For example, the sensory area has many 'cause and effect toys'. These help children to begin to understand that pushing down or slightly touching a button, they can cause the lights to flash, for example. Staff support children to make smooth transitions to schools by working closely with schools and parents. Staff use the Common Assessment Framework to assist children and families for the move, offering schools detailed information to enable them to continue family support.

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

Leadership is inspirational. Staff are supported very well so that they offer outstanding care and education to children. Staff continue to update their knowledge through training and are closely monitored by the management team who work with staff daily. Staff take part in regular supervisions and appraisals to discuss any issues or concerns they have. They meet as a staff team to discuss the needs of the children. All staff are involved in the long-term self-evaluation plan to continually develop the environment and resources to ensure children with complex needs are provided with excellent opportunities.

The management team have a highly secure understanding of their responsibility to ensure that the provision meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. Staff provide excellent opportunities for children to learn and develop as they carry out detailed observations and assessments. Children are thoroughly safeguarded as all staff have completed safeguarding training and understand how to recognise concerns and report these to the relevant staff and external agencies. Staff are robustly vetted so that they are suitable to work with children. Staff undertake detailed risk assessments to remove any dangers to children both inside the nursery, the garden and on outings. The complex needs room has an evacuation trolley to assist in moving less mobile children out of the area. There is also a 'blue light' emergency system in each playroom, providing immediate communication with staff in the office and the staff room in the event of an emergency.

All fire fighting equipment is annually checked and fire drills carried out.

Staff work very well with parents so that their child makes the best possible progress at the nursery. All parents receive welcome packs when they start and are thoroughly included in the gradual settling-in period which is suited to their child's individual needs. Parents are invited to review meetings to discuss and assess their child's progress. Staff have informal daily conversations with parents about their child. There are regular opportunities for parents to participate in parents' meetings, coffee sessions, outings and training sessions. Parents are encouraged to offer their suggestions for developing the nursery. The relationship between staff and the parents is very trusting as children have life threatening or life-limiting conditions. Staff work closely with external agencies to meet the developmental needs of the children, as a result children progress rapidly.

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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. 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 monitored and inspected again within six 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	EY343741
Local authority	Lewisham
Inspection number	835056
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	80
Number of children on roll	8
Name of provider	London Borough Of Lewisham
Date of previous inspection	24/10/2011
Telephone number	02083143903

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

