

Hungerford School Childrens Centre

Inspection report for early years provision

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Type of setting	Childcare on non-domestic premises

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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

Hungerford School Children's Centre is managed by The Governing Body of Hungerford School through a Children's Centre Committee. It is situated on a separate site within very close proximity to the main school building, in the London borough of Islington. The setting registered as a Children's Centre in 2008. The provision is a one storey purpose built building, with the use of three group rooms and a baby unit. The nursery serves the local and wider area. The centre is registered on the Early Years Register to offer care for 66 children. There are currently 71 children on roll, and children can attend for a variety of sessions. The group opens five days a week for 49 weeks of the year. Sessions are from 08:00 to 18:00. There are eight members of child care staff who all hold level three child care qualifications. The setting employs a further four staff to offer support to the core team. The head of centre is a qualified teacher.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, the quality of the provision is satisfactory. Children in the Early Years Foundation Stage are making good progress in all areas of their learning and development. The setting supports all aspects of inclusion and diversity. However the setting is in breach of a number of requirements; for instance they have failed to notify Ofsted of the appointment of management staff. This is a breach of requirement. The setting has satisfactory plans in place for continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- put in place an up-to-date written procedure for dealing with concerns and complaints from parents (Safeguarding and welfare) 03/01/2011
- ensure that the first aid box contains appropriate contents to meet the needs of children (Safeguarding and welfare) 03/01/2011
- ensure that Ofsted are notified of changes to the persons in charge within 14 days of appointment (Safeguarding and Welfare) 15/12/2010

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

- take necessary steps to prevent the risk of infection and ensure that children

- are suitably dressed and warm at all times
- provide up-to-date information for parents and staff about the setting's policies and procedures
- ensure that the risk assessment identifies aspects of the environment that need to be checked on a regular basis, such as the fire extinguishers, and maintain record of these particular aspects and when and by whom they have been checked
- continue to develop appropriate and accurate systems to record and monitor accidents to maintain the welfare of children
- continue to develop the planning in place to include teaching and learning intentions

The effectiveness of leadership and management of the early years provision

The setting has evaluated and reflected critically on all areas of learning and development. This has ensured good outcomes for children's learning and development. They have identified some areas of improvement that relate to the welfare requirements. However the setting is not aware that they have breached a number of welfare requirements. The systems in place to safeguard children are generally satisfactory. The setting has not identified that they are in breach of requirement by not informing Ofsted of the appointment of managers at the setting. This has an impact on safeguarding as Ofsted has not been able to complete suitability checks on these persons. The risk assessments in place are not fully robust. For instance the risk assessments have not identified that fire extinguishers have not been monitored for a number of years. In addition supplies in the first aid box are also out of date. This is a breach of requirement. The leadership and management demonstrate a suitable knowledge and understanding of child protection issues and procedures. Although policies and procedures reflect good practice these are not available at the setting for staff to implement and refer to; this has an impact on children's safety. The systems in place to promote children's good health and well-being, for instance hygiene procedures, are not rigorous. Accidents are recorded; however, these systems are not sufficiently robust to protect the welfare of children. In addition there is no system in place to review the reasons for the number and frequency of accidents to children.

Partnerships with parents are satisfactory. Communication with parents about children's wellbeing and activities takes place, verbally, on a daily basis. Termly meetings enable parents to discuss children's learning and achievements in more detail. Information about children's starting points is gathered during the settling in period and during home visits. Parents receive good information about the Early Years Foundation Stage in the form of displays throughout the setting. However parents do not have access to policies and procedures about the setting. The setting has not provided an up-to-date written complaints procedure so that parents know the correct procedure for raising any concerns. This is a breach of requirement.

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

Children are making good progress towards the early learning goals and they show good attitudes to learning. The planning for learning and development is clearly based on the areas of learning and in the toddler room teaching is at times very good. However the lack of detailed teaching and learning intentions to support staff in all areas means that learning, the promotion of language development and interaction during activities is often variable. However children are offered a wide range of stimulating and varied experiences that are differentiated to meet their individual developmental needs. In addition to a wide range of planned activities, children enjoy initiating their own play, for instance in the imaginatively resourced home corners. Children are further supported by the good range of easily accessible play materials and resources available in the well considered and planned setting. There are good systems in place to observe and document children's progress and capabilities; these include full evaluations and details of activities and experiences to effectively promote the next steps in children's progress. The staff and key workers know children well and although at times interaction with children is variable there are good relationships so that children demonstrate good levels of confidence and security.

The systems in place to generate regular and planned discussion and understanding of diversity, differences, similarities and the wider community are good. Children have access to a wide range of resources and play materials that reflect aspects of diversity, different cultures and disability. Children's own cultures and backgrounds are effectively reflected in the resources and materials available.

The setting demonstrates satisfactory levels of commitment to promoting children's understanding of health and safety. Risks and hazards are sensitively discussed with children so that their sense of safety is developing appropriately. For instance, children participate in regular emergency evacuations procedures. Standards of hygiene at the setting are not fully effective in avoiding the risk of cross infection, for instance staff do not consistently disinfect the changing mats between uses, wear gloves or wash hands. In addition certain practices do not support children's comfort and wellbeing. For instance despite cold temperatures and a lack of a thermometer to regulate the warmth of the setting children remain in nappies and short sleeves following nappy changing and through lunch until sleep time. Children enjoy physical exercise and outdoor play as they play in the outdoor play area. Children behave well and staff demonstrate effective methods for managing children's behaviour.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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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	3
The extent to which children adopt healthy lifestyles	3
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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