

St Stephen's Extended Day Care

Inspection report for early years provision

Unique reference number	132386
Inspection date	23/06/2011
Inspector	Vicky Turner
Setting address	St. Stephen's Children's Centre, Whitfield Road, London, E6 1AS
Telephone number	020 8471 1366
Email	
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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

St Stephen's Extended Day Care is run by the local authority. It was opened in March 1995 and as part of the Nursery and Children's Centre, it federated with St. Stephen's Primary School in April 2010. It is situated in a purpose-built building in St Stephen's Nursery and Children's Centre. It is situated in a residential area in East Ham an area of East London. The children use two playrooms and there is a separate room available for children who require a sleep. Each play room has its own outdoor area in addition to a large garden at the rear of the building.

A maximum of 57 children may attend at any one time. There are currently 37 children on roll aged two to five years. The setting receives government funding for 16 children and offers six Nursery Education Grant places. The group supports children with special educational needs and/or disabilities and children for whom English is an additional language. The facility offers various sessions including full day care for 48 weeks of the year. Sessions are available Monday to Friday 8am to 6pm.

A team of 12 staff work directly with the children, seven of whom hold a level 3 qualification in childcare. One holds a level 2 and one is working towards a level 2 qualification, one member of staff is working towards the Early Years Foundation Degree. Two members of staff are midday supervisors and one is a play assistant. There is a manager and deputy manager who are overseen by the head teacher. The setting receives support from the Children's Centre teacher and local authority support workers. The setting is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff provide a stimulating, safe and inclusive environment for the children to play and learn. Children's needs are particularly well met because the adults work very well together with parents, the school, the nursery, the children's centre and external agencies. The rigorous self-evaluation process means that the setting has a thorough understanding of its strengths and knows what needs to be done to improve. The recommendation from the last inspection has been fully addressed, further improvements are clearly identified and the setting's capacity for continuous improvement is outstanding.

What steps need to be taken to improve provision further?

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

- ensure that parents are informed about accidents and sign every time to show that they have been informed.

The effectiveness of leadership and management of the early years provision

Children are well safeguarded because staff have a good knowledge of the setting's policies for safeguarding children and are clear on how to implement the procedures. They understand the procedures for reporting any children at risk. Staff are thoroughly vetted to ensure their suitability to work with children. Staff take effective measures to minimize the risk of infection and conduct daily risk assessments and for trips to minimize potential dangers. Regular fire drills help children understand how to evacuate the building safely in an emergency. All records are well maintained, however accident records do not always indicate whether parents have been informed.

The dynamic leadership team provides exceptional leadership for a team of highly motivated staff who share the vision of ensuring that every child has the opportunity to learn, feel valued and be prepared for their future learning. Staff, parents and children are actively involved in the rigorous self-evaluation process which enables the setting to secure continuous improvement. The recommendation from the previous inspection has been fully addressed and a record of children's attendance is well maintained. Regular performance management, peer observations and monitoring enable staff to reflect on their practice, identify training needs and improve outcomes for the children.

Staff are highly effective in ensuring that children are all included by giving them equal opportunities to learn in ways which interest and stimulate them. Children have access to an extensive range of multicultural resources including dual language books. Story telling in community languages and the celebration of various festivals contribute positively to children's understanding of the society in which they live. Children learning English as an additional language (EAL) are very well supported by staff who speak the same language and can access the EAL library once a week. Staff have a good understanding of children's medical and dietary needs and ensure that their needs are very well met. A complaints procedure is in place should parents wish to make a complaint.

High quality furniture, resources and equipment support the learning and development of the children very well. The purpose-built accommodation is safe, stimulating and conducive to learning. Staff are highly effectively deployed according to their strengths to meet children's individual needs.

The setting works very closely with the nursery school, the children's centre and the primary school. Effective partnerships with a wide range of external agencies successfully contribute to children's welfare, learning and development. The setting recognises and values the role of parents and carers, so relationships are highly positive. Parents and carers are very well informed about all aspects of their children's achievements. Monthly newsletters inform parents and carers about the setting's activities. A suggestion box, questionnaires and termly meetings with the management team enable parents and carers to make suggestions and provide feedback about the quality of the provision. Parents and carers share information about their children and meet each term to discuss their child's progress. Parents and carers comment that their children's needs are 'very well catered for' and 'It's like one big family here'.

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

Staff provide a secure, safe and stimulating environment in which children engage in active learning in all six areas of learning. On-going observations and learning journeys help Key Persons to plan effectively for children's next steps towards the early learning goals. Thorough assessments enable staff to set challenging targets for the children so most children generally make outstanding progress in relation to their starting points. The 'One O'Clock' group provides adult-led phonics, literacy and problem-solving and numeracy activities for the older children.

Children play safely and use equipment safely. They learn about stranger danger and visitors such as the community police and fire safety officers help children develop a better understanding of road and fire safety. Adults have a very good understanding of the children's routines and preferences which supports a smooth transition from home to the setting.

The setting actively promotes healthy lifestyles well and holds the Three Star Healthy Eating Award. Children choose healthy options from cheese on toast, cheese and tomato in pitta bread and a selection of fruit pieces. Water and milk is available throughout the day. They love fruit and understand that 'fruit and vegetables make you strong'. Children plant, grow and harvest fruit and vegetables from the allotment which they prepare and enjoy at snack or mealtimes. They have excellent opportunities for active physical play within their own garden and the 'big' nursery playground where they ride their tricycles and show good control as they confidently negotiate different slopes and bends very well.

Relationships are very good so children's behaviour is exemplary. Children play well together, share, help each other and wait patiently for their turn. They help prepare the snacks, help themselves to snacks, pour their own drinks and tidy up the setting. Children are very independent because the learning environment is very well organised for easy access to the resources. Children look forward to taking 'Mr. Tumbles', the setting's teddy, home each week and share stories about their adventures on his return to the setting. This develops children's confidence and self-esteem. They raise money for Dr. Barnados and for Red Nose Day.

Children are very well prepared with skills for the future. They share books in the pagoda and experiment with a wide range of mark-making tools and materials both inside and outside. They join in with stories and rhymes, respond well to questions and link letters and sounds. Number rhymes, construction, cooking, shopping and practical problem-solving activities contribute well to developing children's problem-solving and numeracy skills. A wide range of information and communication technology resources support children's learning in all areas of learning very well. The vibrant outdoors provides a vast range of exciting and challenging opportunities for good quality exploration and investigation. Children observe life-cycles, plant growth and benefit from regular visits to the local community, and places of interest which develops their knowledge and understanding of the world. The herb garden and well-equipped sensory room provide excellent opportunities for children to explore their senses.

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	2
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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met