

Lubavitch Children's Centre

Inspection report for early years provision

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Inspection date 11/03/2010
Inspector Catherine Greene

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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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Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Lubavitch Children's Centre is managed by Lubavitch School in partnership with Hackney Learning Trust and Haringey council. It opened in 2009 and operates from purpose-built premises. The centre is registered on the Early Years Register and is registered to care for a maximum of 36 children in the early years age range. Children have access to enclosed outdoor play areas on three levels. The centre is situated in the Stamford Hill area of the London borough of Hackney and is open each weekday from 8am until 6pm all year round. There are currently 16 children on roll in the early years age range.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's enjoyment and progress is supported as they appreciate the attention they receive from staff in this newly established children's centre. Children settle very well in the relaxed and comfortable environment provided. Their individual preferences and needs are respected and fostered by staff who have a secure knowledge of the children's family and home routines. All children are included and treated fairly, and staff get to know their personalities and interests very well. Children are kept safe and clear policies and procedures underpin the centre's aims.

The manager has a well developed understanding of the Early Years Foundation Stage; therefore, the learning and development opportunities are good and support each child's personal development. Priority is given to providing an inclusive and well resourced environment which allows the children to grow and to learn and develop in a relaxed and inclusive atmosphere. The staff team demonstrates a commitment to continual improvement through their own professional development by attending training and ongoing evaluation of the service.

What steps need to be taken to improve provision further?

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

- ensure that there is a named deputy able to take charge in the absence of the manager (Staffing arrangements) 08/04/2010

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

- improve children's awareness of the wider world by providing a suitable range of resources that reflect differences
- continue to develop knowledge of the Early Years Foundation Stage guidance

to plan, monitor and assess children's progress towards the early learning goals

- review the organisation of the lunchtime period as new children arrive for the afternoon
- consider keeping children's confidential records regarding behaviour management in a separate and confidential file.

The effectiveness of leadership and management of the early years provision

Children are cared for in a safe, welcoming and secure environment. Their welfare is protected by staff's awareness of safeguarding issues, the centre's child protection procedure and clear guidance being available for staff. The main group room is very well organised, allowing children to move and play freely. In this newly established children's centre, there are plans to display more of the children's work and photographs, including positive images. This will make the environment friendly and welcoming to children and their families. Parents, carers and visitors are admitted to the premises by reception staff via a security gate and a secure entry system at the front door. Children arrive enthusiastically and separate very well from their parents. They benefit from very good continuity of care because staff work in close partnership with their parents.

Children are very well supervised by staff and good systems are in place to monitor children's movements within the group room and when going into the garden. Space is well organised for children to play and move about safely. Staff work hard to resolve issues about sharing resources and children are reminded to be careful in their play alongside each other. This is pitched at a level they can understand, especially as the majority of children are under three years. Older children are able to help themselves to equipment from low storage units safely, and use play materials and equipment on child height tables or on the floor. Babies are supported by staff in exploring their environment safely, and gaining confidence as they increase their mobility. Children's awareness of their own safety is encouraged. When children walk to the nearby park to feed the ducks they are kept safe as staff use good safety routines. Staff are aware of any hazards in the setting such as the closeness of the main road and take appropriate measures, including regular risk assessments to ensure children's safety and well-being.

Children benefit from a well organised and efficiently run provision. All staff are suitably vetted and are experienced in childcare. They receive good induction when joining the setting and are encouraged to train and attend short courses to develop and enhance their knowledge and understanding of childcare and education. Un-vetted adults who may visit the setting do not have unsupervised contact with the children or access to the group rooms. The manager has developed an effective operational plan and a good range of policies and procedures, which are relevant to the setting and are used to ensure all children's well-being. The daily registration systems used are suitable, with the times of adult and children's attendance adequately recorded for overall safety. The centre ensures high adult:child ratios are always maintained; this allows staff to continuously support children's play and activities and provide individual care and

attention.

The manager and room leader have a good understanding of the Early Years Foundation Stage. As a team, they have a strong vision for the future and development of the centre which was opened in new premises under six months ago. A deputy manager has not yet been officially appointed but plans are underway to address this as the staff team develops. Regular appraisals and weekly staff meetings are used to help build a strong team where all the staff are valued and encouraged to contribute. Staff meetings are used for staff training, to evaluate the provision offered, to plan activities and to discuss children's progress and individual needs. The manager and staff have identified in their self-evaluation the need to re-organise the lunchtime period. This is a busy time when new children arrive for the afternoon as children from the morning session are having their lunch.

The children's centre has fostered strong links with the local community and works closely in partnership with parents and the local authority in developing good quality services for children and their families.

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

Children arrive happily to the centre and are eager to learn and take part in the activities available. The activities are well planned and include strategies designed to help all age groups learn and progress. Children enjoy being in the setting and are encouraged to have fun and staff relate very well with the children. All areas of their learning are well promoted, particularly children's social and emotional development. Babies are cared for in a bright, calm and interesting environment that encourages their investigation and independent mobility. They are supported well by staff, who encourage their vocalisation and provide physical reassurance as babies explore and gain independence. Their individual routines are followed, providing continuity in their home routines and helping babies feel secure and settled. Babies explore different textures such as foam and brightly coloured shredded paper in the imaginatively presented sand trays as they move around the room. Babies have access to natural materials which encourage them to explore different textures and materials. They enjoy an impromptu game of hide and seek, laughing as they hide under the cover and then study themselves in the strategically placed mirror. They have many opportunities to develop their creativity, for example, they can paint and draw freely and have access to a variety of tools and craft materials, which also help to develop their small muscle control.

The setting has devised a good system based on the foundation stage of learning to record the progress of the children attending in children's portfolios that are attractively presented. Parents and other professionals provide detailed information about the children and are encouraged to give staff regular updates. Although during this process some sensitive information is sometimes filed in children's daily 'all about me' folders, key staff have identified that this should be filed separately. Staff are given key roles in the group, for example one member is responsible for observing and monitoring while other staff work closely with the children to help

ensure each child's progress is monitored and their learning is encouraged on an individual basis. Staff have a good understanding of the Early Years Foundation Stage, which they have translated very well in planning and providing a thorough curriculum. They are keen to further develop in this area and have identified this as part of their self-evaluation.

Children take part in a wide range of interesting and worthwhile activities that engage the children's attention. Staff observe and monitor children's progress regularly in a variety of different ways and this is used to identify individual targets for children to work towards each term. Realistic expectations of children and good individual knowledge help them to consolidate their learning before moving onto the next stage. As a result, the curriculum is tailored to individual children's needs and abilities, which ensures effective support and sufficient challenges are provided to help children achieve their individual potential. The planning used shows what children should learn through their activities and includes how to challenge children appropriately according to their stage of development. This planning is shared with parents so they can be involved in their children's learning. Children are encouraged to think and put their thoughts into words through the adults' good use of questioning. Children make good individual progress because staff have a secure understanding of how children learn effectively and use their self-chosen play to extend their learning. They adapt their questioning techniques according to the age and ability of the child, and introduce an exciting range of activities and experiences to all children. Staff encourage children to lead their own learning and this is successfully achieved by a well developed routine, with a good balance of child-initiated and adult-led activities.

Children have very good opportunities to experience fresh air and exercise on a daily basis. Staff are committed to ensuring children play outdoors as much as possible. The group rooms lead directly outdoors to the garden and the doors can remain open throughout the day in a constant free flow between indoor and outdoor. Staff are working hard to develop the outdoor area and there are exciting plans for growing flowers and vegetables in the flower beds with the children. Creative use is made of the outdoor area to extend children's learning experiences through planned activities and a good range of play equipment. Children have opportunities to move under, over and through equipment, and can enjoy navigating space as they steer and pedal bikes and climb on the frame. Children have many good opportunities to use their fine motor skills as they use equipment, such as pencils, scissors and paint rollers. They complete tasks such as laying the table for lunch and serving their own food and concentrate on activities, threading and sorting small objects.

Children's health needs are very well met because staff are vigilant about following good hygiene practices. Children play and learn in a clean environment and the nursery is well resourced, with a very good selection of play materials and equipment. Lunch time is thoroughly enjoyed by the children and includes tasty, healthy options. Children develop their self-help skills, learn to use tools safely and exercise control over their eating because they serve their own food and are given plenty of time to relax and have second helpings if they are still hungry. Systems are in place to ensure children's health is protected. Information regarding accidents and administration of medication are recorded appropriately and records

indicate that basic first aid is applied appropriately for minor accidents. The centre's policy of children not attending if they are unwell or infectious limits opportunities for infectious illness to spread.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's engagement with parents and carers	2

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	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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