

Fountain Children Centre

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Fountain Children Centre opened in 2004 and is managed by the children's centre committee. The premises are situated in a large Victorian house in Peckham, in the London Borough of Southwark. The nursery is spread over two floors and comprises three group rooms, an office, a staff room, appropriate children's toilet facilities and a kitchen. A soft play surface has been laid for the children in the enclosed, small outdoor area. The nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 42 children aged under eight years at any one time; of these, 42 children may be in the early years age group, not more than 24 children may be under three years and not more than 12 children may be under two years. There are currently 25 children on roll. The centre provides care for children of parents living and working in the area or commuting into town. The nursery operates Monday to Friday from 7am to 6.30pm all year round and closes for one week during August. The nursery receives funding to provide free early education to children aged two, three and four years. Children attending the setting are from the local community. The centre supports children with special educational needs and/or disabilities, and children who learn English as an additional language. There are six members of staff, all of whom hold appropriate early years qualifications. This includes one member of staff who holds an Early Years Degree, two who are qualified at level 4 and three who are qualified at level 3. The nursery is a member of the Pre-School Learning Alliance and receives support from the local area childcare partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Valuing individuals lies at the heart of this highly stimulating nursery, and outcomes for all children are extremely positive. Overall, the manager and her team are highly committed to meeting children's learning and welfare needs, and children make outstanding progress in their learning and development. The nursery develops exemplary partnerships with parents and other agencies, which fully supports continuity of care. Excellent, high quality improvement systems implemented by management make certain that the nursery has an extremely strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- improving opportunities for children to move freely between the indoor and outdoor environment

The effectiveness of leadership and management of the early years provision

The manager and her team take all necessary steps to safeguard children. Effective recruitment procedures mean that staff undergo rigorous checks to assess their suitability to care for children. Safeguarding procedures are up to date, detailed and clearly communicated. Consequently, the staff team are very confident of their roles and responsibilities for effectively protecting children. They implement a wide range of safety procedures such as risk assessments and demonstrate an excellent commitment to maintaining a clean, safe and secure environment.

Management very effectively evaluates the nursery, and staff engage in regular cycles of planning and reviews. The nursery has addressed all of the recommendations made at the last inspection. Furthermore, the nursery has participated in many local initiatives that have enabled them to develop outstanding practice. The staff support learning and development to an exceptionally high standard. Management support and encourage staff with their continued professional development. Consequently, morale is high, and staff are motivated and keen to maintain continuous improvement.

The nursery provides an abundance of adaptable resources, which are organised so that children are able to make choices about what to play. Furthermore, the knowledgeable staff offer an excellent balance of adult-led and child-initiated play. This encourages the children to be independent, and the staff are available to support them when needed.

The nursery takes a lead role in establishing highly effective working relationships with other agencies. The staff attend many meetings with other agencies to support specific family needs and open channels of communication. Furthermore, staff visit local schools and share key information with teachers in order to fully support transition. This provides excellent continuity of children's learning and development.

Parents comment on how highly they value the caring approach of the staff. They enjoy regular meetings with key persons to review their child's progress and contribute to their progress. Consequently, parents have an exceptional understanding of the Early Years Foundation Stage and work alongside the nursery to promote children's learning and development. The nursery runs regular workshops and informative sessions for parents based on feedback from them. These include topics parents would like to learn about such as toilet-training and bedtime stories for young children. Through their hard work and continuing dedication, the nursery team demonstrates an exemplary approach to partnership with parents.

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

The caring staff form exceptionally warm attachments with children in all age groups. Consequently, babies thoroughly enjoy the comfort of regular cuddles, and all children know how to seek support and care when needed. Staff implement highly effective observation and assessment systems, therefore planning for children's learning is highly effective. Consequently, children in all age groups enjoy a wide range of highly stimulating activities. Babies squeal with delight as they explore ways of moving in the nurturing environment. Toddlers develop self-confidence and learn about communicating confidently; they play alongside one another and learn to share and negotiate. Children are extremely well behaved; they share and collaborate with each other in their play very well. Staff are skilled at encouraging children to develop an excellent awareness of safety by teaching them to keep the environment tidy and safe during tidy-up time and throughout the session. Children also learn how to use the environment by taking supervised risks when outdoors and help staff to identify risks before playing outside. Therefore, children have an exceptionally strong sense of safety.

The staff team encourage children's development skilfully by asking many open-ended questions and showing a genuine interest in what children have to say. This enables children to think very critically and communicate with great confidence. For example, staff ask children many questions about musical instruments and children explain that instruments work in different ways, "you shake them and bang them and they make music, so you can dance". All children have excellent opportunities to express themselves creatively as each area has resources for imaginative play, music, dance and many resources to explore media and materials. Children make great strides in their physical development. They have daily opportunities to play outdoors and use a rich variety of equipment to develop their skills in all areas. However, currently children do not have free access to the outdoor area which slightly limits their opportunities to explore freely in the outdoor environment. Children make marks to develop their emerging writing skills, older children are highly motivated to practice writing and form letters and basic words.

The staff plan many exciting and stimulating experiences that will enable children to develop outstanding skills for their future lives. For example, children went to the local shops to purchase seeds for growing vegetables in the garden. During the visit, they learned about crossing the road safely, seeking out items in the shop, managing money and communicating with people in the community. After the visit, they learned how to plant, water and harvest the seeds to grow fruit and vegetables. Children enjoy eating the food they have grown at snack time, which instils a sense of healthy living. Children benefit from warm, wholesome meals at the nursery and develop their independence exceptionally well as they learn to serve and eat independently. Children are also confident in carrying out personal

hygiene practices. They know when to wash their hands and do so independently, and learn when to blow their nose because the nursery staff remind them. Staff make all children feel highly valued, which enables children to make a highly positive contribution to the nursery, they share their ideas and thoughts in an exceptionally confident manner. The staff team are exceptionally good role models. They create an atmosphere which is calm yet vibrant, and opportunities to have fun and learn are limitless.

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	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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