

# 388 Streatham Hub Children's Centre

Inspection report for early years provision

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**Unique reference number**

EY423134

**Inspection date**

05/07/2011

**Inspector**

Mauvene Burke

**Setting address**

Streatham United Reformed Church, 388 Streatham High Road, LONDON, SW16 6HX

**Telephone number**

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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

388 Streatham Hub Children's Centre opened in 2011. The nursery, which forms part of the children's centre, operates from two rooms in a purpose-build building. Children have access to an enclosed outdoor play area. The nursery is situated in a residential area in Streatham, which is in the London Borough of Lambeth. It is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register. A maximum of 32 children may attend the nursery at any one time. There are currently 45 children aged from two to under five years on roll, some in part-time places. The nursery supports children who learn English as an additional language. There are currently four members of staff, including a manager, working with the children, and all hold appropriate early years qualification to at least a National Vocational Qualification at level 3. The nursery receives support from a qualified teacher and provides funded early education for three and four year olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled and, having fostered good relationships with practitioners and each other, make good progress in their learning, overall. Practitioners recognise the uniqueness of every child attending and their individuality is respected. Generally, effective staffing is in place and management has a clear vision for the future of the setting. They demonstrate a positive attitude towards continuous improvement. Documentation generally well organised, but some lacks the required detail.

## What steps need to be taken to improve provision further?

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

- ensure that there is a named deputy who is able to take charge in the absence of the manager (Suitable people) 26/07/2011
- improve the risk assessment so that it includes information on the date of review and any action taken following a review or incident (Documentation) 26/07/2011

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

- support the development of independence skills through enabling children to pour their own drinks, for example.

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

Practitioners demonstrate a good understanding of safeguarding issues and of the procedure to follow should they have a concern about a child in their care. Robust recruitment and vetting procedures for all employees including agency staff ensure children are further safeguarded. The setting has effective systems for ensuring the safety of children and the premises at all times. Two intercom systems are fitted to the main entrances of the premises and a security camera is situated in both the office and reception area; all visitors are requested to sign in and out the premises. Risk assessments ensure children are safe but are not regularly reviewed which is a breach of requirements. Children in this setting are grouped effectively and at times according to their age. A key worker system helps to promote consistency of care and enables staff to build effective relationships with the children. As a result, practitioners know individual children well which helps to ensure children feel safe, confident and secure in the care of adults other than their main carers.

All practitioners working directly with the children hold an appropriate childcare qualification and some have already achieved or are working towards a foundation degree in early years. Currently, there is not a named deputy at the setting and although this is a breach of requirements, the impact on children is minimal because all practitioners are fully aware of the day-to-day running of the setting. Management are committed to making improvements and demonstrate a clear vision for the future of the setting. Parents, children and practitioners are all included in the processes for self-evaluation in order to identify the strengths and weaknesses of the setting. Children benefit because the environment, both indoors and out, is conducive to their learning. They choose where they play and what to play with. All children are valued and engage in a wide range of activities and experiences, which help them to understand and learn about the society in which they live. Resources are of a good quality and plentiful. The setting is fully inclusive. There are effective systems in place to support children who learn English as an additional language, for example, bilingual staff help ensure children settle quickly. There is a good mix of resources and activities to help children learn about diversity, such as dressing up clothes, books, cooking utensils and food.

The setting has established positive relationships with parents and carers and the two-way flow of information ensures children's individual needs are well met. Daily communication ensures parents are fully informed of their child's daily activities. Parent evenings help to ensure that they are fully informed of their child's progress and to celebrate in their children's learning. Discussions with parents and questionnaires show that they appreciate and are extremely supportive of the setting. Links have been established with other professionals involved in the children's lives, including the staff in the children's centre, teachers and speech and language therapists, effectively support children's development and progress.

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

Children are happy, settled and enjoy attending this welcoming and stimulating setting. Those who find it a little more difficult to settle are supported effectively by practitioners who are tuned into the children's individual needs. Children have formed positive relationships with practitioners and each other. They play well alongside and with each other and are very co-operative and receptive to each other's needs. For example, children all help in the process of tidying up, they help each other to carry large objects across the room and readily share and take turns. Children benefit from good levels of individual attention from adults, who acknowledge that children learn in different ways and at different rates. Practitioners identify children's interests and plan effectively for their individual needs. They have a good understanding of the learning and development requirements and how young children learn and progress. There is a good balance of child-initiated and adult-led activities. Practitioners observe children's development and keep regular records of their progress. This information is used to identify any gaps in children's learning as they progress towards the early learning goals.

Children are keen and motivated to learn; they concentrate and become highly involved in their chosen activities. Children enjoy using their imagination in role play as they play in the home corner. Boys particularly enjoy going shopping to buy 'fish and chips' and participate in the 'ironing' and keeping their 'home' clean by sweeping and polishing. Children enjoy listening to stories from around the world and are currently learning about the elephants that live in faraway places like India and Africa. Practitioners extend children's knowledge by introducing the children to atlas's and maps. All the children thoroughly enjoy re-enacting a popular story about a bear hunt where they have first-hand experience of stomping through grass, water, mud and pebbles. They are introduced to words such as 'squelching', 'splashing' 'squidgy' extending their language and imagination. As a result, children are becoming aware of the link between imaginative play and narrative. They are learning about nature through growing herbs, plants and vegetables. Children are provided with plenty of opportunities from to develop their early writing skills as there are designated areas to access crayons, pencils, paper and paint. Children can be seen lying underneath a table in the garden drawing shapes on the ground. They have good chances to develop their understanding of technology through the use of computers and electronic resources such as calculators and programmable toys.

The environment is bright and child friendly, it affords children plenty of space to play, eat and rest in comfort. Children demonstrate a clear understanding of the importance of following good personal hygiene routines. One child when asked why she needs to wash her hands, states 'to get rid of all the germs on my hands' and proudly demonstrates the 'correct' way to wash hands to ensure all germs are disposed of. All children are developing a good awareness of how to keep themselves safe, such as participating in the procedure for evacuation in an emergency which practitioners regularly practise with them. Children understand the importance of healthy eating as they are provided with a variety of freshly

cooked meals. Although drinking water is provided throughout the day, children are not able to help themselves, limiting opportunities to further promote their independence.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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