

388 Streatham Hub Children's Centre

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

Inspection date	07/05/2014
Previous inspection date	05/07/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The environment is both stimulating and enabling and children enjoy their time at the setting demonstrating that they feel safe and secure.
- Caring staff get to know the children and their families well. This helps children form secure emotional attachments and promotes their well-being effectively.
- Partnerships with parents and other agencies are good. This helps to ensure that children receive good levels of support to meet their individual needs.
- The educational programme provides interesting and challenging experiences across all the areas of learning that help children to make good progress towards the early learning goals.

It is not yet outstanding because

- Assessment systems are currently being developed and do not consistently reflect information from parents about their child's learning and development at home.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector had discussions with the manager, and talked with staff, children and some parents.
- The inspector examined documentation, including a sample of children's records, development plans and staff suitability records.
- The inspector observed children's play and staff interactions.
- The inspector looked at arrangements for keeping children safe and maintaining the premises and equipment.
- The inspector invited the manager to carry out a joint observation.

Inspector

Nadia Mahabir

Full report

Information about the setting

388 Streatham Hub Children's Centre registered in 2011. The nursery operates from three rooms in a purpose-built building in Streatham, in the London Borough of Lambeth. Children have access to two enclosed outdoor play areas. The nursery is registered on the Early Years Register and is open each weekday from 8am to 6pm for 51 weeks of the year. There are currently 64 children in the early years age group on roll. The setting receives funding for free early years education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. Nine staff work with children, of whom all hold early years qualifications. One member of staff holds a qualification at level 7 and one holds Early Years Professional Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop assessment systems further to reflect more fully information from parents about child's learning and development at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children thoroughly enjoy attending this nursery, which provides them with a welcoming, vibrant and stimulating environment where they learn through play. The learning environment is well organised and inviting. There is an abundant range of quality toys and resources, including those that reflect cultural diversity. The organisation of the environment ensures that all children can make decisions for themselves about whether to play inside or outside in the fresh air. Resources are well maintained and accessible for all children. As a result, children are able to find the equipment they require and make independent choices. Children have access to a very good selection of craft resources. They show good coordination as they confidently use scissors to cut the paper to the correct size. They are interested in learning and demonstrate high levels of involvement in activities, such as junk modelling, water play, creative and messy play activities and role play. Staff make effective use of computers and provide an exciting range of programmable and push-button toys. This means that children are developing good technological skills. Educational posters and interactive displays such as numbers lines and alphabet displays provide a stimulating and interactive backdrop for learning.

Staff promote children's communication and language development well. For example, staff read stories with enthusiasm, which captivates children's interest and attention. Staff skilfully use questions which encourage children to develop effective communication and

thinking skills. Children begin to understand that print carries meaning. They learn to handle books with care and enjoy having stories read to them. Staff plan circle times and small group activities well. They teach children skills that will be useful when they move on to school. They effectively teach children new sounds and letters and make learning new mathematical concepts fun. Younger children communicate their needs, feelings and ideas extremely clearly to very responsive staff. Babies shriek out, babble and laugh as they start to use single words that staff repeat to reinforce their understanding. Babies are inquisitive and active learners as they take part in a broad range of activities. For example, babies clearly enjoy the sensory experience of using their fingers to make marks on paper with paint, supported by attentive staff. Children are active learners. They persist at an activity as they enjoy setting their own challenges. For example, they learn new physical skills and develop an increased control of their body as they balance along a narrow raised beam. Staff praise children consistently for 'having a go'. This motivates them to keep on trying and increases their confidence as they discover new and better ways to move their feet. When they reach the end they jump off with excitement and celebrate their success with their friends and staff.

The partnership between parents and the nursery is good. Parents are kept informed about daily routines and staff take the time each day to talk to parents about their children's day. They are encouraged to be engaged in their children's learning as the staff tells them about their children's progress and the daily activities they have participated in. They see their child's learning journal. However, assessment systems sometimes do not fully capture children's learning at home. Parents express their gratitude for staffs' commitment, sensitivity and nurturing.

Staff are sensitive, calm and patient, offering guidance to children as they play. Therefore, children are motivated, involved and show high levels of interest in all that they do. Staff use effective observation and assessment systems which ensure that children are monitored in their development across all areas of learning. They plan activities which target children's individual development needs so that all children are effectively challenged and make good progress in their learning. Staff complete the progress check for two-year-old children to identify children's strengths and areas where they make less than expected progress.

The contribution of the early years provision to the well-being of children

The nursery offers a very stimulating and well-resourced environment with good quality resources that are organised attractively. This is an exciting learning space and it gives good access for the children to choose what they want to do. Arrangements to help children settle into the nursery and build secure emotional attachments with the staff are highly effective and relationships are strong at all levels. Children's behaviour is good, they take turns and respect each other's feelings. This is because staff are good role models who consistently reinforce children's positive behaviour with praise in order to boost their self-esteem. Staff use a consistent approach to manage behaviour, which creates a harmonious environment in which children thrive. Staff are proactive in ensuring they are fully aware of the individual needs of the children and care for them accordingly. They

help babies to feed themselves and drink from their cups, so they are prepared to the next stage in learning. Staff manage sleep arrangements for children well and monitor all children very closely during sleep times to ensure their safety and comfort. Staff show they have a good understanding of the care needs of individual children and meet parents' preferences. Children are fully aware of what to expect due to a clear daily structure and well established routines.

Children benefit from a wide range of experiences that help them to learn about healthy lifestyles. They eat freshly prepared meals and snacks that are well-balanced nutritionally. At meal times children serve themselves and pour their own drinks, demonstrating their developing control and co-ordination as they make healthy choices from the nutritious fruits and vegetables on offer. These skills prepare children for their move on to school. Staff enhance children's awareness of healthy foods as they take part in gardening activities where they plant a selection of herbs and vegetables in the outdoor area. This helps children to learn where food comes from and that it is good to eat. Children follow good personal hygiene routines, which staff promote through their good role modelling and teaching. They wash their hands at appropriate times and there are very good hygiene practices throughout the nursery. Children demonstrate a very good understanding of space in the outdoor play area, especially when skilfully manoeuvring the wheeled toys to avoid riding into their peers or play equipment. They are involved in safe risk-taking, which helps them to learn about managing their own safety. For example, staff talk to them about being careful when running around and how to use equipment safely. Children also take part in regular fire drills. When on outings in the community, staff ensure children are either in pushchairs with harnesses or holding hands with staff members. Staff also teach children about road safety. This helps children to understand how to keep themselves safe.

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

The manager and committee understand their roles and responsibilities to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Children's welfare is safeguarded as practitioners have a secure knowledge of child protection procedures. The management team clearly communicate and give guidance to practitioners to help them understand and implement updated safeguarding policies and procedures. There is a clear recruitment process in place and all files are kept securely in the office. Clear induction procedures help new staff to be confident in implementing the nursery's policies and procedures effectively. The premises are secure and safe for children. Staff complete risk assessments clearly and concisely, identifying and minimising hazards appropriately. This results in children benefiting from a safe and secure environment both indoors and outdoors. A comprehensive range of policies and procedures, including a clear complaints procedure, help ensure that staff meet children's welfare needs. The manager deals appropriately with any concerns parents may have to ensure the children's needs are met.

The manager along with their staff, have a very good understanding of the learning and

development requirements. They strive to provide all children with an effective and enjoyable learning experience. Therefore, staff plan play activities and opportunities around the children's interests and they provide challenging next steps for each child. As a result, children make good progress in their learning. The manager monitors staff performance effectively through regular supervision meetings and appraisals. She sees ongoing training as an important part of early years and childcare. Consequently, all staff are required to attend training courses to ensure the setting continues to develop and improve. Staff work extremely well together as a team to evaluate provision and are able to identify their key strengths. They cascade information from training and early years events to extend team knowledge and skills. In-house training is also used to enhance practice.

Partnerships with parents and carers are good because staff have developed a number of ways to help them feel comfortable and welcomed. Discussions with parents demonstrate they are very happy with the opportunities offered to their children. They talk about the wonderful, supportive staff, how much their children enjoy attending and the progress they have made. The nursery promotes strong partnerships with other professionals, such as speech therapists and the advisory team, to meet the diverse needs of children attending. Through well-planned interventions, the nursery ensures all children, including those with special educational needs and/or disabilities are fully included. In addition, the nursery also works closely with the schools older children are attending and share information to ensure continuity of children's care and learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY423134
Local authority	Lambeth
Inspection number	955666
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	64
Name of provider	388 Streatham Hub Ltd
Date of previous inspection	05/07/2011
Telephone number	020 8677 7088

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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