

Parkfield Children's Centre

Parkfield Childrens Centre, 44 Park Road, LONDON, NW4 3PS

Inspection date	04/12/2012
Previous inspection date	30/03/2007

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children are happy and settled at nursery and benefit from a wide range of toys, resources and activities overall, which thoroughly support their learning and development across all seven areas of learning.
- Partnerships with parents, carers and others are good, contributing towards the good progress children make.
- The effective key person system helps children to settle well and supports children and parents in developing close and secure relationships with staff.
- Children and families receive very good support from a variety of integrated services within the children's centre. They work effectively together to meet the needs of the children.
- The nursery is well led and managed. Staff have clearly defined roles and responsibilities, which supports the efficient and smooth running of the nursery.

It is not yet outstanding because

- Opportunities for children to utilise the sensory room and resources are not fully developed.
- Although parents are involved in children's learning and development, this needs further development, particularly in relation to the younger children.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out observations in both the indoor and outdoor play environment.
- The inspector held discussions with the manager and spoke to staff.
- The inspector carried out a joint observation of an activity in the orange room with the Children's Centre manager.
The inspector looked at a sample of children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting and a range of other relevant documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

Inspector

Karen Molloy

Full Report

Information about the setting

Parkfield Children's Centre registered in 2006 and is on the Early Years Register. It is an integrated part of the Early Years Department at Parkfield Community Primary School headed by the Head Teacher and the Board of Governors. It is situated in a purpose-built premises on the school site in Hendon, within the London Borough of Barnet. There is a

enclosed area available for outdoor play. The centre offers a crche facility, a breakfast and tea club and nursery provision. Places are open to families in the local area. The centre offers a range of additional services, such as child and family health services and family support and outreach to parents. The nursery is open Monday to Friday from 7am to 7pm and Saturdays 8am to 4pm. The crche runs for a variety of sessions throughout the week. The centre is open 48 weeks a year. There are currently 82 children on roll. The nursery provides funded early education for two and three year old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities. The nursery employs 23 members of staff. All of these hold appropriate early years qualifications, including one with Qualified Teacher Status and three staff with 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 the use of the sensory room and resources further to ensure all children access this area
- provide further opportunities for parents to be involved in children's learning, particular in relation to younger children.

Inspection judgements

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

Children are happy and settled in a calm and caring environment. They engage in a range of purposeful activities that support them in acquiring new skills for their future learning. Staff have a secure knowledge of the learning and development requirements of the revised Early Years Foundation Stage and organise activities which build on the children's interests.

They provide interesting and challenging experiences across the seven areas of learning that children are eager to engage in. For example, they are keen and excited to join in the Christmas wrapping activity, picking their shaped 'present' and developing their co-ordination and physical skills as they hold the box to wrap the present. Their understanding of mathematical concepts is encouraged as they are supported to measure the items and see if the paper will fit the item they have chosen. Staff extend children's thinking by asking them about the various shapes of the boxes and children are keen to respond 'oblong!'

Effective systems of observation and assessment ensure that children are monitored in their development across all seven areas of learning. Staff have high expectations of the children based on an accurate assessment of their starting points which they start to gather through individual home visits. This enables key persons to work effectively with parents on entry to establish children's individual learning and development. They then use this information to plan for the children's next steps in learning and further progress. The introduction of the two year old development check presents in a positive way as a celebration of children's achievements, 'I am two- here is what I can do'. It is very much a two-way process between the child's key person and parent/carer. This ensures everyone works together to promote the best possible outcomes for each child. The well-resourced learning environment, organisation of planning and practitioners secure knowledge of children's targets helps to ensure that children have opportunities across all seven areas of learning. These are well supported and extended by staff. However, although children with specific needs use the sensory room and resources, not all children fully access this area to extend their learning experiences even further.

Children's communication and language is promoted well as staff interact with children positively and encourage them to think critically and respond. They listen to children well, acknowledge their comments, and in turn children approach staff with confidence. Staff use techniques, such as modelling language and repetition, to develop young children's language further. Makaton signs are displayed around the nursery and are used effectively to promote children's communication. Effective systems, such as 'language mapping', record and acknowledge other languages spoken in children's family so that any support can be planned for. Staff who have attended 'Every child a talker' training use their knowledge expertly to foster good practice. This includes creating friendly spaces for children to sit and talk to each other and look at books. They also promote storytelling, the use of puppets and memory games which all contribute to children's communication and language development.

Children are keen to explore and investigate and staff are skilful in encouraging them to do so. In the baby room an interesting array of items made of natural materials is available and babies enthusiastically reach in and take an item from the 'treasure basket.' They hold the items, bang them and feel the different textures, the smooth wood and the bristly brush, providing new and stimulating experiences. Children's physical skills are promoted well. They are able to move freely from indoors to the outside areas and use a range of equipment to develop their confidence and physical skills. A trampoline provides an opportunity to be active and wheeled toys enables them to practice manoeuvring around obstacles with accuracy. Young babies are encouraged to develop well physically with skilful and knowledgeable staff that use 'tummy time' to develop babies upper body strength. They work in partnership with parents to encourage children's mobility to lift their body up and to eventually start crawling. Children with additional needs are very well supported by staff who work with parents to develop their skills, such as throwing and catching a ball, to promote their hand and eye coordination.

Staff support all children in their care and have high expectations with regard to learning and development. Those children with additional needs are supported well and staff are proactive in liaising with parents and other professionals to provide the appropriate and

consistent support needed to help children reach their potential. For example, staff gather and learn key words from parents in their first language to help them settle, they use translation services and story books in various languages. Staff have an effective system of working with other professionals to provide an effective integrated service to meet the needs of children and their families.

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

Children are cared for in a warm, welcoming and inclusive environment, in which they are happy, content and safe. Staff give high priority to the children's safety and well-being. For example, there is good security. Parents and visitors use an entry system; all visitors sign in and out and staff wear a name badge to make them easily identifiable. Staff have a good understanding of the health and safety procedures. Regular emergency evacuation practices take place to help ensure that both the children and staff are familiar with this. Key persons ensure they are familiar with the children's individual routines and dietary needs. Accident records are kept and an audit carried out to look at any 'problem' areas in order to ensure children's safety. Risk assessments are regularly carried out and all staff are trained in first aid. Children discuss possible dangers, such as fireworks before bonfire night, and they learn about road safety whilst out and about. Their independence is encouraged as they are helped to develop an awareness of their own safety, together with good health and self-care. For example, they benefit from healthy snacks, learn to manage their personal needs and help themselves to a drink. Children are also supported to cut up their own fruit at snack time. This is part of ensuring a smooth transition, as children move from one room to the next and prepares them for the next stage in their learning and development. Children moving into school spend time there, familiarising themselves with the routine and experiencing dinner time. This develops their confidence in preparation for moving onto school.

Staff place much emphasis on fostering children's personal, social and emotional development. The effective key person system supports children in developing a sense of belonging and helps them make secure attachments away from their parents. In addition the key person and outreach worker make valuable home visits to each child prior to them starting at the nursery. This provides staff with a good insight and helps them to support the child on arrival at the nursery. As a result, new children settle well and staff develop caring and supportive relationships with both children and their parents. The effective key person system means that young babies receive warm, affectionate care from a familiar adult. They get cuddles and comfort when needed and consequently are happy and settled in their environment. Whilst feeding them, staff hold them close and make eye contact. Daily information about the children is shared effectively between parents and the nursery through a number of ways, including discussion and communication books. This contributes to everyone working together to meet the children's needs.

Children's sense of belonging is fostered well. They have photographs on their individual pegs and their birthday is displayed. A display of 'Who am I?' for each child with their country's flag, language and photographs of family members values each child's individual background and culture. Children are well behaved. They spend their time fully engaged in

activities as they move freely between the indoor and outdoor environment, enjoying and exploring available resources. Staff are good role models and are consistent in their approach to dealing with behaviour management positively. They discuss boundaries and give children simple, but clear explanations. Children's efforts and positive behaviour is acknowledged through praise and encouragement from staff, contributing to their confidence and self-esteem.

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

The nursery is effectively led and managed and arrangements for safeguarding children are well established and implemented by staff. Effective partnerships with other professionals involved with children, such as the local school and health professionals contribute towards their care and learning needs being well met. The staff team are generally well-established and parents comment on this positively, as it provides consistency for the children. Staff are committed, enthusiastic and highly qualified for their roles. They work well together, demonstrating a real commitment to helping children achieve. Consequently, children settle well, enjoy their time at the setting and are making good progress in their learning. Staff attend training covering a wide range of subjects to ensure they are up to date with current practice and staff development needs are identified and on-going. The managers fully understand their responsibilities with regard to the learning and development, safeguarding and welfare requirements. The nursery has a robust and safe recruitment policy for staff. They also have an effective system for induction and on-going supervision, reviews and annual appraisals of staff. As result, the safeguarding arrangements within the setting are good, expectations are clear and all staff understand their responsibilities. Clear policies and procedures are in place and shared with parents and carers. This supports positive outcomes for children and underpins the smooth running of the nursery.

Managers demonstrate a good capacity for continuous improvement. Recommendations from the last inspection have all been addressed. Staff work effectively with other professionals, such as the link teacher at the school and the Early Years Standards teacher to further develop their practice. She supported them in developing their assessment systems and children's individual 'Learning Story'. Self-evaluation is carried out and areas for development are identified, such as continuing to develop the outside area.

Partnerships with parents are strong. Parents talk very positively about the nursery and the work of the staff. They comment that staff are genuine and caring and that children are happy and making good progress. A variety of ways is used to communicate and share information with parents. This includes diaries, communication books, notice boards, newsletters and parent and practitioner consultations to discuss children's progress. Feedback is gathered from parents through questionnaires, a Parents Forum and a whiteboard that is available for them to add their ideas, comments and suggestions. Workshops are also organised to provide parents with information on a range of subjects, such as the revised Early Years Foundation Stage. Parents are invited in to read or cook with the children and they have some opportunities to be involved in their child's learning,

although this does not include all areas of the nursery. Parents and carers of children with additional needs are fully included in the partnership with the staff and other professionals. They discuss children's progress and ensure they work together to support children in reaching their potential.

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	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. 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 inspected again within 12 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	EY337713
Local authority	Barnet
Inspection number	891536
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	59
Number of children on roll	81
Name of provider	The Governing Body of Parkfield Children's Centre
Date of previous inspection	30/03/2007
Telephone number	0208 359 3590

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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 that are usually their 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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