

St Quintin Centre for Disabled Children and Young People

Inspection report for early years provision

Unique reference number

EY408104

Inspection date

28/10/2010

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

St. Quintin Centre for Disabled Children and Young People is a resource centre for parents and children with disabilities run by Children and Families (Health and Disability Team). It opened in 2010 and operates from a suite of rooms in a purpose built building in North Kensington in the Royal Borough of Kensington and Chelsea. The centre is easily accessible with no stairs leading into or throughout the building.

The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of eight children aged five years to under eight years may attend the centre at any one time. There are currently 32 children on roll. The centre is open each day from 9:00 am to 7:00 pm for 52 weeks of the year excluding bank holidays. All children share access to adjoining secure and enclosed outdoor play areas.

St. Quintin Centre is managed by a voluntary management committee, made up of parents of children, staff and young people who use the centre. Children come from the local community within Kensington and Chelsea. The centre supports borough wide children with special educational needs, and also supports a number of children who speak English as an additional language and children with complex health needs. The nursery currently employs 21 sessional workers, two full time workers and one administrative support officer. Seventy-five percent of staff hold NVQ level 3 qualifications including the manager. The teaching method used is children learning through play. St. Quintin Centre for Disabled Children and Young People also accommodates children aged eight to 18 years of age.

The overall effectiveness of the early years provision

Overall the quality of the provision is Good.

Children are consistently smiling and interacting in a positive manner in this child-centred environment for children with disabilities. They are effectively supported and kept safe by a caring staff team. Children are enthusiastic as they play with a good range of play materials which ensures their progress in all areas of learning. Staff are well organised and have a competent understanding of the Early Years Foundation Stage. They consistently encourage parents to be actively involved in all aspects of their children's care and education. Well-written policies and procedures securely underpin the centre practice and are made readily available for all parents. A clear record of children's hours of attendance is kept, however, the record does not contain staff's full names. Effective partnerships with parents and other settings ensure that information relating to individual children's progress and needs is effectively shared.

What steps need to be taken to improve provision further?

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

- ensure that daily record of the names of the children looked after on the premises, their hours of attendance and the full names of the children's key workers is recorded
- ensure written proof that parents have been notified of administration of medication
- develop recording of observations to plan more effectively for the next steps of children's play, learning and development

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures are in place to ensure children are consistently protected from the risk of harm. This means children are able to enjoy themselves in a safe and secure environment. Staff have a precise understanding of the signs of possible abuse and neglect and have accurate procedures in place to act quickly and professionally if there are any concerns about children. Contact details are readily available so that staff can obtain accurate advice and report any concerns without delay. A well-written safeguarding policy is available for parents. Staff undertakes frequent safeguarding children training. Good quality recruitment and induction procedures also safeguard children.

Strong relationships are developed with parents and carers. This contributes to successful outcomes for all children. Daily discussions, profiles and a collection of photographs ensure there is a shared understanding about all aspects of children's lives. Staff share their knowledge and expertise with parents and work hard to involve them in their children's learning and development. Children's artwork is successfully displayed for children, parents and visitors to admire. Parents have an open invitation into the centre and regular questionnaires enable the parents to be actively involved and to comment on any area of the centre practice. There are consistent links with other providers to ensure information regarding children's progress and development is shared effectively.

More than three-quarters of the staff hold effective childcare qualifications. Their high expectations of what children can achieve means children consistently achieve well. Members of staff attend frequent training and workshops. This means they constantly improve their skills and use this knowledge to improve outcomes for children. They actively discuss the effectiveness of their planning to ensure each child's individual needs are met.

Members of staff have an in-depth knowledge of each child. They adapt their planning to suit each individual precisely so that as children grow and change, their individual needs are consistently met. They constantly identify and work towards narrowing the gap in children's levels of achievement. They understand that

children have different learning styles and interests and strive to ensure challenging opportunities are provided for all children to be successful. However, observations of children are not objective and contain the opinions of the recorder. This means that they are not as effective to plan the next steps for the children's play, learning and development. Children enjoy a stimulating and child-centred environment in which resources and activities are set out attractively. Children are then able to move about freely throughout the centre constantly making choices. They are developing valued skills for the future as they learn to make effective choices from an early age. Playrooms are colourful and stimulating places for children to explore and learn new things. Flexible attitudes, secure policies and everyday practice successfully supports all aspects of children's learning and development.

Self-evaluation is frequently updated offline. Staff managers engage parents and children as well as other members of staff to assess and evaluate how the centre is performing. Members of staff are learning how to evaluate effectively in order to build on the centre's strengths and minimise weaknesses. Members of staff take pride in the centre and describe enthusiastically how they are making improvements. For example, in the next few months the Children with Disabilities team and the St. Quintin Centre for Disabled Children will become one service. This means St. Quintin will become the first stop for all parents with a disabled child.

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

Children make good progress as they enjoy stimulating learning activities as a result of a consistent level of support that ensures children develop effectively as individuals. There is a wealth of creative learning experiences on offer which excites and stimulates children's enjoyment of learning. For example, children learn to sign and to use a picture schedule to understand the events of the day. This means that communication is inclusive of all children. A form of raised letters enables children who have visual impairment to read their names and find their own coat pegs. Information is recorded about children's starting points and assessments of what they learn are recorded in their profiles. Written observations, however are not fully utilised but progress is being made in this area to ensure observations are more effectively utilised to more clearly determine the next steps of children's learning.

Children are enthusiastic and confident when exploring the environment. They play an active role in their own learning and consistently make choices and decisions throughout the day. A well organised range of resources helps children understand the society in which they live. They learn that there are acceptable ways of behaving and this helps them develop a positive view of themselves and others. They have strong self-esteem. They freely express their feelings, some share with others and ask for help when they need it. Children play both independently and with others. This helps them to develop the skills they need for future learning. They make accurate progress in their communication, language and number skills

as they enjoy a wide range of challenging and exciting experiences. For example, while playing on the computer, they understand that cars driving fast into the same space will most likely crash. They learn the sounds of different animals such as dogs barking. They understand that the games can be quickly changed and they know that staff will value their opinions when they ask for a change of programme. Children are motivated to learn on the computer because they are consistently supported by a successful and committed staff group who are interested in their progress. Important steps in literacy are made as children enjoy books being read to them throughout the day. There are visual displays of letters and numbers around them and there are a variety of games to play to increase their knowledge and understanding of the world around them. Children take part in exercises to increase their understanding of words as picture communication cards are available on key rings and strategically available on communication boards or mats throughout the centre. They use these cards to express their worries and concerns and to let others know that they are happy.

Some children like dressing up to reinforce events that may have happened such as coming in on the school bus or going to the shops. Children have a strong sense of belonging in the centre. They quite clearly feel safe and confident as they play with the staff. They communicate with confidence, not always oral communication. They are quick to recognise a stranger in their environment and are welcoming within the safety of their play rooms. Children have a variety of skills and abilities. They make good use of their time whether walking or being pushed about in wheelchairs. Their eyes dance as they are exposed to different surroundings and a wealth of caring people exchange information with them. Children who are mobile take care when climbing apparatus within the adventure play area. They know their own limits and they follow the instructions of their carers accurately. They take reasonable steps to stretch their capabilities as they know that the staff are there to support them, for example as they climb on the rope apparatus. Discussions on safety are supported with the use of books and posters. Children are protected indoors and out through the use of thorough risk assessments and staff attention to detail. Children are consistently escorted by members of staff through the building and in the outdoor play area. Children are fully supported as they wash hands and if they require assistance in the toilet. Staff are mindful of children's dignity and privacy when needing changing of clothes or nappies. Parents are informed of medication that is administered to their children as they are given a carbon copy of the record. However, there is no recording kept on file that parents have been informed.

Children are developing good skills in healthy living. They enjoy a range of healthy foods and drinks from home. They confidently carry out simple hygiene procedures such as washing and drying their hands. Staff takes considerable time to ensure children wash thoroughly. These skills they are learning will benefit them for the rest of their lives. Children's good health is promoted further as they make the most of fresh air and outdoor play offered throughout the day. They naturally challenge their physical abilities as they practise their climbing, balancing and jumping within the safe enclosed play areas. Staff are successfully making the most of opportunities available to develop children's overall understanding of the benefits of a healthy lifestyle.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	2
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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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Annex B: the Childcare Register

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

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