

# Fawood Children's Centre

35 Fawood Avenue, London, NW10 8DX

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 03/10/2013     |
| Previous inspection date | Not Applicable |

|  |                         |                |
|--|-------------------------|----------------|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 2              |
|  | Previous inspection:    | Not Applicable |
| 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            |                         | 1              |
| 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

- A very welcoming and secure environment ensures that children feel safe and settle well.
- The wide range of educational activities enables children to develop good skills and enjoy learning.
- The key person system supports children very well and empowers parents to enhance their learning at home.
- Good leadership and management systems focus well on supporting parents to have high expectations of their children.

### It is not yet outstanding because

- The assessment system does not consistently fully identify what children can do when they first start at the nursery. This leads to minor delays in planning for younger children's individual needs.

## 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 talked with parents and considered their views.
- The inspector did a joint observation of children with the manager.
- The inspector held discussions with staff members.
- The inspector had a discussion with the manager and senior managers.
- The inspector viewed a range of relevant documentation including children's records, assessment and planning documents, and some policies.
- The inspector observed children's activities, resources and displays.

## Inspector

Lena Angel

## Full Report

### Information about the setting

Fawood Children's Centre nursery registered in 2005. It is located in an award winning building at the heart of Harlesden in Brent. The children's centre offers a wide range of community services including drop-ins for parents and children, specialist advice and support, and family learning. The provision is registered on the Early Years Register and provides funded sessions for children aged two, three and four. There are currently 51 children on roll, four of whom are under 3 years old. The nursery opens five days a week for 38 weeks per year, from 9am until 3pm. The nursery supports children with special educational needs and/or disabilities and some learning English as an additional language. There is also a resourced provision on site for the diagnosis and support of children with autism. The building has been designed to ensure that children have access to outdoor and indoor play throughout the day. There are 10 members of staff who work directly with the children, and of these, four are responsible for the two year-old children. All staff hold either teaching qualifications or qualifications at level 3 in childcare.

### What the setting needs to do to improve further

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

- enhance assessment systems to more swiftly identify what children can do as soon as they start nursery to enable staff to plan more promptly for their individual learning needs.

### Inspection judgements

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

The nursery offers children a welcoming and cosy environment in which they can play and learn. The children are very happy and secure and this helps them learn with joy and enthusiasm. The staff know the children well and ensure that they treat them with sensitivity and respect. The staff have a good knowledge of the early years curriculum and they have high expectations of what the children can achieve. They support children well and help them to develop knowledge and skills in preparation for their transfer to nursery school when they are three years old. Children enjoy a range of interesting activities across all areas of learning; there is a very good emphasis on developing children's personal, social and emotional needs. Children learn good concentration skills by sitting calmly for story and taking turns to choose their favourite songs to sing. They learn to communicate purposefully about what they are doing and are developing a good vocabulary by participating in activities and describing what they like to do. Children enjoy the stimulation of books and stories and confidently act out the behaviour of the

characters in them. For example, they play with the puppet props from a favourite book, talking to them, cuddling them and placing the babies firmly and lovingly in the wings of the mother owl.

Children are also free to create their own play as they select from a variety of resources. They happily play with older children, sharing the cars, trucks and planes on the large roadway complex. Staff effectively integrate the younger children into the main nursery group of three- and four-year-olds and watch them interact like family members. Children take turns with the vehicles, wait for each other to pass over the bridge and compliment each other on their work. Staff enrich children's learning by taking them on visits to the local shops and parks. As a result, children make good progress towards the early learning goals. Two year old children learn to identify each other's names and are aware of written language through the displays and the labelling of resources. Staff question children effectively and give them time to think and respond. This helps children clarify and express their thoughts well.

Wall displays containing the work of the youngest children show that they are beginning to develop the pre-writing skills to support them well in nursery school. Children are also learning to count to three and to compare the shapes and sizes of objects. Children listen well to each other as they play group games and take turns to listen and respond on play mobile phones. Staff provide well for children who have special educational needs by working closely with other professionals to support the children's care and learning. For example, they use advice from speech therapists provide to plan individually for children. The children show very good progress in speaking in short sentences and being able to follow simple instructions, such as tidying up and sitting calmly to put on their shoes after exercising in the sensory room. Children who learn English as an additional language make good progress because staff learn key words in children's home languages and support their learning well by using visual resources. Children practise balancing, climbing and moving in different ways in the well-designed and resourced outdoor area and in the sensory room. There is a small secret garden where the children dig and plant. They also learn about live animals by taking care of the nursery fish and observing the life cycle of chicks as they hatch from eggs. The activities enable children to use their senses and to develop their understanding about caring for the environment. Staff have good knowledge of children's abilities because they carry out regular observations and keep samples of their work. Overall, they effectively use their knowledge to meet children's individual needs. Staff complete the progress check for two year old children well and share it with parents. Parents also have good opportunities to contribute to the 'Home Learning Journeys' and this helps them develop confidence in supporting their children's learning at home. However the assessment systems do not clearly and consistently identify what children can do when they first start at the nursery. This leads to minor delays in planning to meet their individual learning needs which are quickly resolved once they start to attend.

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

There are very good relationships between staff and children and parents. The staff are very warm and loving towards the children and this has a very positive impact on their behaviour and their happiness in the nursery. Children are very content and secure. They are able to express their needs well, using simple words and short sentences. Staff spend time finding out about children's interests and skills and this results in them being able to meet children's needs and promote their well-being highly effectively. The excellent routines supportively enable children to feel part of the group and to love the company of their friends. A parent describes her child's relationship with her peers as: 'The Three Musketeers' because the children look out for each other and communicate their closeness and friendship.

The key person system works very effectively to maximise children's ability to settle and to cope with the demands of being at nursery. Children learn to care for the environment and to participate in the meaningful routines that involve them in group activities. The welcome session to start the day is a calming opportunity to greet and chat with friends. It also enables them to choose their favourite songs and to learn new skills in counting and comparing sizes. The presence of parents also contributes to the relaxed atmosphere and helps children transfer smoothly to the care of staff members. There are very high expectations for children's behaviour at the nursery and staff make extremely good use of praise to acknowledge children behaving well. This helps children understand what is right and what is wrong, and their behaviour is consistently very good. They learn independence skills, such as taking off and putting their shoes, when they exercise in the sensory room. Younger children copy older children using the toilets on their own, which helps support their potty training routines. The children enjoy preparing and eating their snacks in small groups. They chat happily and enjoy the social experience. They eat healthy, appetising snacks, such as fruit and crackers, and staff cater appropriately for any special dietary needs. Staff support children with special educational needs and disabilities particularly well by encouraging them to develop language skills and to participate fully in the activities. Children learn to use tools safely when they dig in the garden, play on the computer and use electronic mobile phones.

The children develop good, healthy habits by taking fresh air and physical exercise on a range of challenging equipment each day and in all weathers, in the outside area. Staff follow good hygienic nappy changing procedures, which helps children feel comfortable and reduces the risks of cross infection. Overall, staff prepare children very well for their transfers to nursery school. The nursery school also has very good relationships with the 13 schools in the local area to which children move for their reception class. The organisation of the environment is effective and resources are plentiful. Staff teach children about their local community well, respecting and valuing the range of families who attend the children's centre. The children's understanding of the world is developed further by the excellent range of multicultural resources, such as dual language books, images of cultural icons, musical instruments from across the continents and visits to local places of interests.

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

Children's safety is of high importance. The good organisation of the nursery protects children well and keeps them safe. The staff carry out thorough risk assessments covering all areas, resources and equipment, including outings, to help protect children. They have a good knowledge of safeguarding matters and are fully aware of procedures to follow if they have concerns about children's welfare. Staff implement a range of robust policies and procedures to protect children from harm, including behaviour management, equal opportunities and safeguarding. Comprehensive checks on new staff ensure they are suitable for their roles to work with children, which helps keep children safe and happy. Staff have good opportunities to develop their skills by attending a range of training courses. Yearly appraisals identify the individual needs of the staff. Furthermore, they attend a variety of courses to improve their skills and enhance outcomes for children. For example, staff have recently attended courses to improve planning, resulting in the introduction of a simple, but effective system that engages children and makes them more aware of looking, listening, thinking and practising. Management supervise staff regularly and this helps them identify any areas of underperformance. Further support, coaching and training enables staff to work successfully and promote children's learning and development effectively.

Overall, management has good insight into the quality and consistency of planning and assessment. This is because they regularly oversee assessment records and learning plans. They also spend time in the room observing staff. Each morning, staff engage in learning walks to help them understand the activities for the nursery day. This supports children's progress effectively towards achieving the early learning goals. However, staff do not always clearly identify children's skills when they first join the nursery. This means there are minor delays in assessing and planning for the progression of their skills but this is quickly resolved as staff get to know the children.

Partnerships with other organisations are good and these have a positive impact on children's learning. For instance, speech and language therapists support children's acquisition of language and their participation in group work. Parents move smoothly from using the services in the children's centre, to receiving support through the two year old early years funding project. The nursery school also has good relationships with other organisations that offer educational experiences and children benefit considerably from these external artistic and knowledgeable institutions. Previous inspection actions have been successfully met. The nursery has a wide range of useful and clear policies and procedures and employs a premises manager for health and safety responsibility. There are effective systems for self-evaluation that enable the staff to make improvements and enhance the provision for children's care and learning. The organisation of the environment is good, ensuring that the nursery is a safe and welcoming and promotes good learning opportunities for all children.

## 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 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 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

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | EY297967                 |
| <b>Local authority</b>             | Brent                    |
| <b>Inspection number</b>           | 814831                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 4                    |
| <b>Total number of places</b>      | 75                       |
| <b>Number of children on roll</b>  | 51                       |
| <b>Name of provider</b>            | Fawood Children's Centre |
| <b>Date of previous inspection</b> | not applicable           |
| <b>Telephone number</b>            | 0208 9659334             |

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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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