



## Camberwell Grove Earlys Years Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	159951
<b>Inspection date</b>	21 September 2006
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<b>Registered person</b>	London Borough of Southwark
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

Camberwell Grove Early Years Centre was registered in 1997 and is a Local Authority day care facility. It operates from a purpose built building with an enclosed garden area for outdoor play. The nursery is located in the Camberwell area of Southwark and serves local families.

The nursery is open all year round, from 08.00 to 18.00, Monday to Friday. A maximum of 55 children may attend the nursery at any one time. There are currently 50 children, aged from nought to under five years on roll, of these, 12 children receive funding. The nursery provides support for children who have special educational needs and those who speak English as an additional language.

There are 12 members of staff working with the children, all of whom have early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children enjoy a good range of healthy meals and understand the importance of keeping healthy. Topics such as 'Healthy Eating for Healthy Living' help children understand the need for a balanced diet and the effects that food has on the body. Menus are planned in advance and lunch is freshly cooked on the premises. Meals are varied to meet individual needs and preferences. Records are kept of children's dietary needs and any food allergies which means that children's health and welfare is safeguarded. Food intake and nappy changes are recorded for the younger children to ensure that a healthy balance is maintained. Children's physical health is promoted by ensuring that children participate in a good range of physical activities throughout the course of the day. For example children particularly enjoy using the climbing frame and riding the bikes.

Children are cared for in a clean environment. The daily hygiene routines ensure that children wash their hands after using the toilet and activities such as messy play. This helps children develop good personal hygiene habits. Good procedures are in place to promote the safe administration of medication which is shared with parents at all times. Staff also ensure that parental consent for emergency medical treatment is obtained. This helps to promote the safety and well-being of children. Children's health and welfare is further safeguarded as a large proportion of staff hold a current first aid certificate, which enables them to respond to accidents appropriately should an accident occur.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Good arrangements are in place to ensure that the premises meet health and safety regulations. This helps to protect children and keep them safe from harm. For example, buzzer entry system, daily risk assessments and a secure outdoor area. The installation of a new, comprehensive fire detection system, clearly labelled fire exits and regular fire drills mean that children's welfare is promoted should an emergency arise. Effective systems are in place to ensure the safe arrival and collection of children. Staff are deployed effectively and are vigilant about children's safety at all times.

Children's welfare is safeguarded and promoted as there are comprehensive written procedures in place which include, fire safety, health and safety and children who are lost or not collected. Staff are secure in their understanding of child protection and are aware of procedures to follow should a concern arise. Children benefit from playing in a safe, well organised environment which enables them to move around and play safely. Staff ensure that toys and equipment used is maintained to a good standard and meets safety requirements. This means that children's safety is promoted.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children under three benefit from a good range of stimulating activities. They are confident within the setting and have built secure relationships with staff. Activities are planned in advance and staff use the Birth to three matters framework to interest children and develop their learning. Resources are easily accessible which promotes children's independence and self esteem. Children enjoy experimenting with sand, water and paint which provides a range of tactile sensory experiences and stimulates their imagination. Regular opportunities for spontaneous play such as role play and singing increase children's well-being and sense of enjoyment. Planned outdoor activities enable children to develop their natural curiosity and increasing mobility skills.

### **Nursery Education**

The quality of teaching and learning is satisfactory. Staff have attended training on the Foundation Stage and receive support from the nursery advisory teacher. This has enabled them to provide an improved programme of activities which cover all six areas of learning. Most children experience a broad range of opportunities to make good progress and extend their learning. However, there are occasions when activities do not sufficiently challenge older or more able children, so as a result may not fully meet children's learning needs. Staff make observations of children's progress and use them to plan the next steps for individuals. However assessment records are not always kept up to date so do not always reflect children's rate of progress.

Children are happy and secure and benefit from a flexible routine. They are generally confident and independently pursue their interests by choosing from a broad range of activities which are easily accessible. Children show a good level of personal and social skills. They engage easily in conversations with each other and adults, steadily developing their confidence and self-esteem. Children behave well and work harmoniously in small groups. They confidently handle books and join in with familiar stories. This helps develop their listening skills and appreciation of words. They have access to a well stocked graphics area, however, opportunities for mark-making in different areas of provision are limited. Opportunities for children to write spontaneously are available, but staff do not consistently encourage children to use writing for various purposes, for example, labelling their own work.

Children can select from a range of resources that support their mathematical development. Activities such as number puzzles, sewing, peg boards and construction enable concepts such as pattern, calculation and comparison to be introduced. However staff do not consistently introduce specific mathematical vocabulary during daily routines and activities. This limits children's knowledge and development in these areas. Children are encouraged to express their feelings through a range of creative activities, promoting their confidence and self-esteem. They are developing an interest in technology and are confidently using computers to support their learning.

## **Helping children make a positive contribution**

The provision is good.

Good systems are in place to ensure that staffing arrangements, resources and the environment are adapted to meet the individual needs of children. Children with special educational needs are very well supported. Staff work closely with parents and outside professionals to offer good levels of individual support and promote inclusion. Staff ensure that mealtimes are sociable occasions and encourage children to participate in lively discussions about their interests. However, there are occasions when staff do not enable the more able children to serve food themselves. This limits children's independence in this area.

Effective procedures for behaviour management are understood and implemented by staff. This enables children to feel valued, work harmoniously with others and receive regular praise and encouragement. Children benefit from a good range of resources which reflects diversity and acknowledges cultural differences. They participate in a range of cultural festivals such as Black History Month, and have helped to organise their own summer carnival. This enables children to develop positive attitudes towards others and appreciate different customs. Overall children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Staff have improved the level of information available to parents regarding the Foundation Stage. This enables parents to have a better understanding of how their children learn. Staff have daily discussions and formal reviews with parents about their child's progress and work with them to plan the next steps in learning. This helps to promote children's sense of belonging and achievements.

## **Organisation**

The organisation is satisfactory.

Procedures are in place to promote children's health, safety and development. There is a clear management structure in place and all staff are clear about their roles and responsibilities within the setting. Good recruitment procedures ensure that staff working with children are suitable to do so. This enables children's welfare and safety to be safeguarded. The schedule of activities is organised and provides children with variety and choice. Children are encouraged to be independent, however on occasions this is not always evident at mealtimes. Staff are well deployed and good use is made of space so that children enjoy quiet activities away from more lively activities.

Leadership and management of the nursery education is satisfactory. Systems have been revised and improved to ensure that the Foundation Stage curriculum is monitored and evaluated on a regular basis. However, procedures are not always implemented effectively to ensure that all staff consistently keep children's records up to date or plan activities effectively for older or more able children. This means that on occasions, the management team do not identify weaknesses in these areas quickly. Systems are in place to support the training needs of staff. This means that staff have an improved knowledge of the Foundation Stage. Overall the provision meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

The previous care inspection recommended that the provider installed an adequate fire detection system, display the emergency evacuation procedures in a prominent place and keep an accurate record of the children's arrival and departure times.

At the last nursery education inspection, the quality of the nursery education was judged as inadequate. The setting needed to improve the staff's knowledge and understanding of the Foundation Stage curriculum; the systems for assessing children progress; the planning to make sure that it covers the breadth of the curriculum, including outdoor play; and the systems to monitor and evaluate the nursery education and its impact.

Since the last inspection the provider has made significant improvements regarding both inspections. A new fire detection system has been installed and emergency evacuation procedures are clearly displayed for all staff and visitors to the premises. Registers are completed for arrival and departure times and are checked by the management team for accuracy. All staff have received Foundation Stage training and systems are now in place to monitor and evaluate the curriculum on a regular basis. Assessment and planning have been reviewed and support and advice has been sought from the nursery advisory teacher.

### **Complaints since the last inspection**

Since the registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- provide more opportunities for children to increase their independence at mealtimes

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- review planning of activities for older or more able children so that they are sufficiently challenging
- provide more opportunities for children to write spontaneously, see their own attempts at writing displayed and use writing for various purposes in all areas of provision
- monitor and develop staff awareness of using specific mathematical vocabulary during daily routines and activities

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