



Gumboots Community Nursery

Inspection report for early years provision

Unique Reference Number	107477
Inspection date	13 December 2006
Inspector	Christine Jacqueline Davies
Setting Address	171-173 Crystal Palace Road, London, SE22 9EP
Telephone number	020 8693 8726
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Registered person	Gumboots Community Nursery
Type of inspection	Integrated
Type of care	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.

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?

Gumboots Community Nursery was registered in 2001, but has been in operation since 1986. The nursery is managed by a committee of local people and parents. The nursery is accommodated in a purpose built building situated in East Dulwich and serves the local community. The premises consist of three rooms and a large garden for outdoor play.

The nursery is open all year round, from 08.00 to 17.45, Monday to Friday. A maximum of 30 children aged 18 months to 5 years may attend the nursery at any one time. There are currently 44 children, aged from 18 months to under 5 years on roll, including part-time and full-time places. There are 25 funded three and four year olds attending the nursery. The nursery provides support for children who have a learning disability and those who speak English as an additional language.

There are nine staff who hold an early years qualification to NVQ level 2 or 3. The nursery receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Good hygiene procedures are in place to ensure that children are cared for in a clean environment. Staff pay good attention to hygiene when changing children's nappies and encourage children to take responsibility for their own personal hygiene. For example, children are encouraged to wash their hands after using the toilet or playing outside. This helps to minimise the risk of cross infection. Children's health is safeguarded because there are good procedures in place regarding the administration of medication. Staff respond appropriately to accidents because they are first aid trained and ensure that accurate records are kept. Children's health care needs are effectively met because staff are fully aware of these and work in partnership with parents.

Children's physical health is promoted well because they have regular opportunities to be active during the day. Children are able to use a wide range of large and small equipment such as the climbing frame, bikes and slide which help children to stay healthy. Children are well nourished and benefit from a balanced, nutritious diet. Detailed records are kept of children's dietary needs and any food allergies which means that children's health and welfare are protected.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's risk of accidental injuries on the premises are minimised because thorough risk assessments are used to identify hazards and protect children from harm. Children benefit from a good range of safety measures such as a secure buzzer entry system and CCTV cameras. A comprehensive fire system is in place, however fire instructions regarding what to do in the event of a fire are not clearly displayed on the premises. This means that the safety of children, staff and visitors is potentially compromised because they may not quickly identify the most appropriate exit if a fire occurred. Toys and equipment are suitably maintained and conform to safety standards. Children's welfare is safeguarded because good safeguarding policies in line with local procedures are in place and staff are secure in their understanding of child protection issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children under three benefit from a flexible routine, which helps them feel secure. They take part in a good range of activities throughout the nursery and explore their environment with enthusiasm. Staff are aware of the Birth to three matters framework, and adapt activities to suit the age and capabilities of children. Children enjoy experimenting with different types of natural and malleable materials such as, sand, water and dough, providing a range of tactile

sensory experiences and introduces new concepts and ideas. They enjoy listening to stories and singing songs with enthusiasm, promoting their language and communication skills. Children are able to access a broad range of outdoor activities throughout the day, which helps them to practise their growing mobility skills and promote their confidence and self-esteem.

Nursery Education

The quality of teaching and learning is satisfactory. Children have opportunities to experience a range of activities which support the areas of learning. This is because staff have a sound knowledge of the Foundation stage. Previous activity plans demonstrate that staff have an awareness of what children are intended to learn when providing activities. However current activities are not consistently evaluated by staff, which means that gaps in children's learning are not quickly identified or extended for more able or older children. Children's portfolios are kept which contain samples of children's work and formal progress reports are in place which are shared with parents. This enables parents to be involved in their child's learning.

Overall, children show a good level of personal and social skills and are interested in activities provided. They particularly enjoy music and are eager to experiment with sounds and rhythm during music sessions. Children communicate generally well, and are confident speakers. They engage easily in conversations with each other and staff, steadily developing their confidence and self-esteem. Children handle a range of fiction and non-fiction books and enjoy listening to stories. This enables them to learn that print carries meaning and develops their listening skills and memory. They enjoy activities such as painting and collage making which helps to support their growing literacy skills. Activities to support children's development in maths such as water play, construction and puzzles are available to children. Children are able to count independently, which helps build their confidence. Staff place a strong emphasis on the concept of numbers but do not always introduce descriptive and comparable mathematical language, or ask key questions to extend children's learning during practical everyday activities.

Helping children make a positive contribution

The provision is good.

Children are respected and valued as individuals. Children benefit from a flexible routine which is discussed with parents, enabling continuity of care. Children's spiritual, moral, social and cultural development is fostered. Children are well behaved and are praised and encouraged when they behave in acceptable ways, reinforcing positive attitudes and social skills. There is a behaviour management coordinator in place who provides support and advice to staff and parents when difficulties arise. Good systems are in place to support children with additional needs and there is a named special needs coordinator in place. Individual education plans are used to support children and their parents and staff actively promote inclusion.

Children settle well and are able to play at their own pace because staff have a calm and unhurried approach. Meal times are organised so that they are relaxed and sociable occasions, however staff take responsibility for serving children their food during snack and lunchtimes. So as a result children's independent skills are occasionally hindered. Resources which reflect diversity are available to children and they have regular opportunities to acknowledge cultural differences and develop respect for others.

Partnership with parents and carers is good. Parents are welcomed in the group and are able to be involved in decisions about the care and welfare of children when they join the management committee. Good information regarding the Foundation stage is available to parents and they are kept informed about their child's care and progress via regular discussions and formal reviews.

Organisation

The organisation is good.

Good systems are in place to ensure that children's welfare is promoted. For example, comprehensive recruitment procedures and rigorous vetting of staff, ensure that children are protected from harm. Children are cared for in a well-organised environment and good use is made of space so that children enjoy quiet activities away from more lively activities. Senior managers are very committed towards improvements and regularly review policies and procedures to ensure that staff are clear about their roles and responsibilities within the setting. This helps to safeguard the welfare of children. All required documentation is in place which enables children's individual needs to be met.

Leadership and management of Nursery Education is satisfactory. Systems are in place to monitor and evaluate the provision of Nursery Education. However they are not sufficiently rigorous to ensure that gaps in children's learning are addressed when activities are planned by staff. Staff have regular opportunities to meet as a team and managers seek support advice from the advisory teacher to discuss any issues and improve practice.

Improvements since the last inspection

The previous care inspection recommended that the provider included Ofsted's contact detail's in the complaints procedure, keep a written risk assessment and notify Ofsted of any changes in members of staff and the management committee. The last Nursery Education inspection stated that consideration should be given to improve the curriculum plans to indicate more clearly what children are intended to learn from the activities.

Since the last inspection some improvements have been made. The complaints procedure now includes Ofsted's contact details and is available to parents. A written risk assessment is in place which is used by staff on a regular basis, helping to promote the safety of children. Ofsted have been kept informed of changes to staff which has enabled suitability and criminal checks to be carried out and help promote the safety and well being of children. The format for curriculum plans used by staff has been revised and states what children are intended to learn. However staff do not consistently evaluate activities so are not always clear about the outcomes for children or how children's learning can be extended.

Complaints since the last inspection

Since the last inspection 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

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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):

- ensure that fire instructions are displayed

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):

- ensure that planning of activities is consistently evaluated and clearly identifies learning intentions

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk