



Bosco Centre

Inspection report for early years provision

Unique Reference Number	159949
Inspection date	02 November 2006
Inspector	Debra Davey
Setting Address	281 Jamaica Road, Rotherhithe, London, SE16 4RS
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Registered person	Bosco Centre
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 good.

WHAT SORT OF SETTING IS IT?

The Bosco Centre Nursery was registered in 2003 and operates from three rooms in a converted building. It is situated in Rotherhithe. A maximum of 34 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 48 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 23 children aged from four months to under five years on roll. Of these, nine children receive funding for early education. Children come from a the local community area, as some of their parents attend college on site. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs six members of staff. Of these, all hold appropriate early years qualifications.

The setting receives support from the Early Years Development and Childcare Partnership and Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are healthy in the nursery because staff have sound understanding of health and hygiene procedures according to their own policies. For example, the procedure for nappy changing ensures that children are well protected from cross infection as staff use gloves and hygiene spray routinely. All staff are trained food handlers which ensures that nursery meals and snacks are prepared and served in a hygienic way. In addition, the nursery and play materials are kept clean through the daily routine and procedures which are understood well by staff. Children enjoy a good range of messy play activities, such as making play dough, and are given clear explanations as to why hand washing is important before cooking activities. In this way, children are well supported as they learn how to keep healthy.

Children are well nourished because the lunch menu includes fresh fruit and vegetables as well as dishes from other cultures. They enjoy a good variety of snacks served by staff because they are often involved making for example, their own pizza for tea. In this way, children have the opportunity to discuss the ingredients and explore new tastes as well as making healthy choices. Children are well hydrated because drinks are freely available in the classrooms and their independence is well fostered as they select their own water beakers during the play sessions.

The outdoor play area has been developed well by staff to ensure that children enjoy a good range of physical play. All the classrooms have direct access to the garden and children engage in a range of robust physical activity as they climb, swing and balance on the large apparatus. Older children also enjoy a selection of team games such as football with staff. The youngest babies have their own safe play area and enjoy watching the older children play close to them. Children are well protected in the event of an emergency because all staff are qualified in first aid. There are also clear procedures for accident reporting and medications to ensure that parents are well informed.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are comfortable and kept safe as they freely select from equipment stored at their level and are encouraged to tidy up before lunch, thereby minimising hazards. Indoor and outdoor space is organised generally well and risk assessments are carried out although they do not include assessment of risk to babies in the nappy changing area. As a result, the height of the changing bunk presents some risk to children, although staff currently minimise this by using the changing mat on the floor. The staff team have worked to develop the outdoor area, creating a child friendly environment which enables children to explore, for example, as they

negotiate the climbing apparatus. Also, there are appropriate outings and lost child policies in place to ensure that children are well protected when visiting places of interest in the local community.

Children are kept safe from harm and abuse because all staff have recent training in accordance with safeguarding children guidelines and are able to work with professional and outside agencies to ensure that children are well protected. This includes informal work with families to ensure that they are well supported. There is a safeguarding policy statement which is shared with parents in the parent/carer handbook and issues relating to safeguarding are discussed during staff meetings to ensure that staff have a good understanding of their responsibilities.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled in the nursery as they develop warm and caring relationships with each other and with adults. This is due to the fact that staff get to know children well through sound use of observation which supports planning for individual children and as a group. A range of age appropriate activities are provided for the different age groups, ensuring a good balance between free and structured play. In this way children are helped to achieve and staff use effective frameworks such as Birth to three matters to record children's achievements and give a clear picture of progress.

Nursery Education:

The quality of teaching and learning is good. Children are making good progress through the stepping stones to the early learning goals. Staff are secure in their understanding of the Foundation Stage of learning. Clear observations record children's starting point of learning and their individual achievements and this information is used well to inform planning for the next step. Staff work well as a team, fostering positive relationships with children to help them learn. In particular, staff are very sensitive to children's feelings and follow these through skilled use of questioning. For example, a puppet making activity is used to help children explore different emotions and develop empathy. Play areas are organised well to accommodate the different ways children learn. This enables them to successfully initiate their own imaginative play, for instance using the doorway as a lift and pretending to take pets for a walk in the park.

Children behave well in an environment which is relaxed and calm; they concentrate well on group activities such as matching games and enjoy fruitful discussions about firework night when painting firework pictures. They engage successfully in co-operative play, for example, when they share cooking equipment and enjoy computer games together. Children make good progress in their understanding of letters and enjoyment of books and have made attractive displays relating to favourite stories such as "The very hungry caterpillar" and "The bad tempered ladybird" using their own mark making techniques. Children learn to count during every day activities, and show particular confidence when predicting, for example, what comes next for the pizza topping. They learn about quantity and amounts when measuring ingredients for cooking and filling different sized containers in the sand tray. Children develop well physically when freely selecting and using materials, such as puzzles, small and large bricks, construction equipment and mixing their own paints. Children learn about the natural world by collecting

leaves and seeds from the garden to make nature pictures. However, there are too few opportunities for children to experience growing herbs and flowers to increase their sensory experiences. They enjoy regular visits to local areas of interest, for example, by visiting bus garages as part of a transport theme, and looking and talking about photographs of their experiences. Children learn about technology when using the computer and enjoy a good range of educational programmes which they use with confidence.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well as staff follow positive links with children's own culture and language, for example, using the skills of staff with additional languages to support children and ensure good communication. Resources, such as bi-lingual books and posters, further support this aim and ensures that all children are fully included in the life of the nursery. Children who may be identified with learning difficulties and disabilities are fully integrated because adults have strong commitment to inclusion and work well with outside professionals, such as speech therapists, to provide an effective service.

Children behave well in the setting; they are kind, considerate and thoughtful to each other, for example, they share and take turns with the play materials when they engage in the sand and hold containers for one another as they measure cooking ingredient. Adults manage children's behaviour in a way that is appropriate to each child's age and understanding. For example, younger children are encouraged to help themselves to aprons for messy play, to self select from the materials and to choose their musical instruments for adults to play with them. In this way children are interested and concentrate well on the activities available. Social, moral, spiritual and cultural development is fostered appropriately.

Partnership with parents and carers at the centre is good overall and many parents of children attending are engaged in study on site. They are well informed through a detailed parent handbook, regular newsletters and daily contact books. They are encouraged to become involved with their child's learning through topics and themes but there are too few opportunities for them to join in, for example, with discussion groups, outings or social events to enable them to get to know other parents and families.

Organisation

The organisation is good.

Children benefit from efficient organisation which underpins the ethos of the nursery and ensures that they are cared for by well qualified and experienced staff. For example, all staff hold an appropriate early years qualification and undergo suitability checks before starting work at the nursery. They are led and managed by an experienced child care manager and there is an administrator employed to ensure that documentation to support the smooth running of the nursery is well organised and complies with regulations.

Leadership and management of the nursery education is good and staff work well as a team to ensure that children make sound progress through the stepping stones to the early learning

goals. Adults are well deployed to ensure that children are supervised and their learning supported. Plans to support the care of the children and management of the varied programme of activities, both indoors and out are regularly updated and shared with parents.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The nursery has secured good improvements since the last inspection in October 2003. The provider was asked to ensure that Ofsted is kept informed of relevant changes. This has been completed satisfactorily. There was also a recommendation made relating to the security of the building and this has been improved with the addition of exterior gates with high level locks to prevent children leaving unattended. Improvements have also been made in working in partnership with parents as the nursery has updated their complaint procedure and improved methods for sharing records of child progress with parents. In terms of the nursery education, the key issue from the last inspection has been met due to the increased opportunities for children to learn about other cultures, as well as planned and unplanned opportunities for children to design, build and construct.

Complaints since the last inspection

Since 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.

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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):

- improve the safety of the nappy changing area in the baby room.
- increase opportunities for parents to meet other parents and families in the nursery.

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):

- continue to improve the learning opportunities in the outdoor area by increasing the range of sensory experiences in the garden.

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