



Sankofa

Inspection report for early years provision

Unique Reference Number	129049
Inspection date	06 March 2007
Inspector	Beverly Hallett
Setting Address	14 Sharratt Street, Peckham, London, SE15 1NR
Telephone number	0207 2776243
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Registered person	Joyce Baptiste
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 satisfactory. 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?

Sankofa Day Nursery was registered in 1999 and is privately owned by Joyce Baptiste. A maximum of 20 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 18 children aged from two to under five years on roll. Of these, 10 children receive funding for early education. Children come mainly from the local area. The nursery currently supports a number of children with learning difficulties and/or disabilities.

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

There is an enclosed outdoor play area, partially covered with a rubber safety surface.

The nursery receives support from the Lewisham Early Years Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are generally encouraged to practise suitable hygiene routines, for example washing their hands before eating lunch, however, this is not always implemented effectively. For instance at breakfast time when staff are busy answering the door and setting up the room, children are not supervised and encouraged to wash their hands before eating and after using the toilet.

Children are developing some awareness of healthy eating as snacks consist of fresh fruit and are based on healthy eating guidelines. Children also have access to fresh water throughout the day from a water cooler. However main meals, whilst being appropriately nutritious, contain some processed foods for example tinned spaghetti and fish fingers. Children sit appropriately for the main meal in family groups at tables, but the organisation of snack times does not encourage good eating habits. Children sit together on a large floor mat and are not provided with plates as they eat toast for breakfast and apples at mid-morning snack. This means they often stand up whilst still eating and this results in some children dropping food on the floor and also getting grease and crumbs on the toys and resources.

Children develop a positive attitude to physical exercise as they participate enthusiastically in a good variety of activities in a spacious outdoor area. Children delight in the challenges of a versatile range of very good quality wheeled toys which not only provide physical challenge but also encourage children to share, work together and cooperate. For example children use two seated trikes and have to coordinate the steering, working together to avoid obstacles. Staff play alongside children, encouraging good participation and extending children's large physical skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children confidently explore a suitably thought out environment. Staff set out toys and activities on tables at the start of the session and children move around during the free play session choosing from the things which have been set out. There are small bowls containing sand and water in one corner, and quiet toys such as a farm and plastic animals on the main table. Children develop some independence and choice as they move from one activity to another throughout the morning. However, poor storage of toys means that children cannot access equipment unless it has been set out by staff, limiting their choices and ability to extend their own learning. Also, there are several tables which are unable to be used to offer children more variety of activities because they are covered or blocked by storage boxes and unused items such as a fish tank.

Toys and resources are of suitable quality and are carefully selected to ensure they are suitable for children. The proprietor discusses the overall needs of the group with staff and purchases new equipment based on children's current interests.

Children have access to clear space when playing both indoors and outdoors and can independently and safely access all play areas and the toilets. Their security is monitored closely by staff supervision, and high handles and locks on exit doors ensure security within the setting. Effective procedures are in place to evacuate children from the building in the event of a fire and these are practised regularly so that children are familiar and comfortable with the procedures. Staff also use the practices to monitor the effectiveness of the procedure for example identifying any barriers to a quick exit.

Children are protected from harm by the staff's knowledge and understanding of the well written child protection procedures, therefore safeguarding children's welfare. Clear action is taken to protect children from people who have not been vetted. The environment is not suitably organised to provide suitable space in which children can experience a wide range of activities and enable children access to resources to extend their own play and learning.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy to be at the setting and play appropriately with the activities set out by staff. Activities and experiences suitably cover the areas of learning and children explore, and have the option to play with a small range of activities which are set out by staff, enabling them to make some independent choices about their play. They enjoy using the plastic farm animals and also the water tray where they splash shells into the water to see if they float.

Children under three are not always offered activities and experiences suitable to their level of development. For example they complete project folders about the weather in which they are encouraged to write their names, and write descriptions of the weather when they have not yet gained sufficient pencil skills to be able to make a recognisable shapes or drawings.

Nursery education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge of the Foundation Stage curriculum, and children are making steady progress in most areas of their learning. Children play with a small variety of equipment that promotes learning in all areas of development, and staff plan a suitable selection of adult directed activities for children to participate in. Staff find out what children's starting points are by liaising with parents when children first start at the setting, and observations inform staff of children's progress which they then share with parents. The curriculum consists of staff planning themes for children to follow, for example the weather, transport and Easter. As part of the themes, children participate in activities which are aimed at enabling children to make progress towards the early learning goals.

Children make sufficient progress in their personal, social and emotional development as they show positive attitudes towards learning. They are suitably occupied whilst at the setting and

are forming good relationships with staff and other children. The children give cuddles and tell each other that they are friends. Children behave appropriately at the setting. They are stimulated and interested in play, and staff manage behaviour consistently, helping children to learn boundaries. For example, when children all want to play in the water, staff talk to children about sharing and taking turns, explaining that they need to play with another toy until there is space at the water tray.

Children have some opportunities to create freely as there is a painting easel and a few pots of paints which give children some opportunities to explore colour and make their own marks. However, the art work displayed around the room is created by adults. Only one display contains children's hand prints, all other displays are adult drawn cartoon type drawings. This means that children's creativity is not being recognised and encouraged. Small world toys such as plastic figures and farm animals and a home area enable children to play imaginatively.

Whilst children have good opportunities to develop large motor skills, and enthusiastically use the good range of good quality wheeled toys in the garden, their opportunities to practice hand and eye co-ordination and writing skills are limited. There are no tools such as pencils, rulers, scissors or pegs and threading equipment readily available within the environment to encourage children's small manipulative skills. Also, writing and mark making equipment such as paper, notebooks, shopping lists and menus are not available as part of the planned play opportunities. As a result, although children are encouraged to write and make marks as part of themed activities, they are not encouraged to enjoy writing for different purposes as part of free play.

Most children are confident speakers and engage in conversation, and children with language difficulties receive support from staff, to develop spoken language. Visual clues are sometimes used and staff encourage all children to use some sign language. Children also use language for thinking. During a water activity, staff talk to children about what they are doing, bringing in language such as sinking and floating, heavy and light.

As with writing, themes include adult planned activities to encourage early maths skills, and children are learning to count by rote as they listen to and join in with number songs and rhymes. However, opportunities for children to count, match sort and classify as part of their every day play is limited as toys which encourage this are not provided for the majority of the daily routine.

Children's knowledge and understanding of the world is developing through role play areas such as the home corner, enabling children to act out real life experiences. Children learn about the world around them through planned topics such as the weather. Books, posters and displays offer children positive images of cultural diversity and provide opportunities to talk about and respect people's differences.

Helping children make a positive contribution

The provision is satisfactory.

Children's spiritual, moral, social and cultural development is appropriately fostered. Equal opportunities is promoted at the setting as all children are welcome and posters and displays

offer positive images of cultural and ethnic diversity. Children have equal access to the activities on offer, allowing them to make their own choices. As a result, gender stereotypes are avoided and girls enjoy riding large bikes outside and boys participate in cooking and role play activities.

Children's behaviour is suitably promoted by staff's behaviour management strategies. On the whole, children respond positively to co-operation, sharing and taking turns. Staff respect children's decisions for example when they want to sit alone and encourage other children to accept that some children do not want anyone to sit next to them. Children are also given rewards such as stars to encourage positive behaviour.

Children with special educational needs are well supported. A special needs co-ordinator supports staff in working with children, and staff liaise with parents, and work with outside agencies including health visitors or speech therapists, to ensure continuity of care.

Partnership with parents is satisfactory. Children separate positively from their carers showing they are confident, and have made trusting relationships outside the family environment. Parents are happy with the service provided and feel that they have sufficient information about their children's learning and progress. They have informal opportunities to talk to staff each day and there are more formal meetings arranged twice a year for parents. However, the partnership is not sufficiently well developed to contribute effectively to children's learning because parents are not able to contribute to their children's records and do not have good information about how they can extend activities at home.

Organisation

The organisation is satisfactory.

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

The leadership and management of the educational system are satisfactory. Staff are clear about their roles and plan suitable adult directed group times to support children in working towards the early learning goals. However, the organisation of the learning environment limits the variety of materials available to children, and their opportunities to choose their own activities, therefore children's opportunities to follow their own interests and learning patterns are minimal.

Suitable recruitment and training procedures are followed to ensure staff are appropriately qualified to care for children. Staff's training needs are identified by management and staff attend workshops run mainly by the local early years team in order to meet those needs and ensure continued development within the setting.

Children's records are kept secure and confidential in a locked filing cabinet. The complaints procedure is made available to parents and a complaints log is kept to record any issues and how they were resolved. Policies and procedures are in place and support the efficient and safe management of the nursery.

Improvements since the last inspection

At the last inspection the setting was asked to improve nappy changing procedures and ensure the no smoking policy was enforced. Suitable policies are now in place and followed by all staff.

The setting was also asked to ensure Ofsted is notified of any staff changes. The proprietor is aware of the procedure to be followed and notifies Ofsted in writing when new staff are employed.

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.

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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):

- plan and provide a suitable range of activities for children, which are appropriate for children under three and take into account the Birth to three matters framework
- improve the organisation of the environment in order to make a wider variety of materials available to children, providing more opportunities for self-chosen activities, autonomous learning and access to creative activities

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):

- provide children with suitable opportunities to develop writing skills as part of every day routines and activities
- provide children with suitable opportunities to develop maths skills as part of every day routines and activities

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