

# South Bermondsey Children & Parent Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY341723
<b>Inspection date</b>	21 June 2007
<b>Inspector</b>	Alison Romanczuk
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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, Crèche

## 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 good.

### WHAT SORT OF SETTING IS IT?

South Bermondsey children and parent centre is run by Southwark Education Department. It opened in 2006 and operates from seven rooms in a purpose-built building. It is situated on a small housing estate in the heart of Bermondsey. A maximum of 88 children in the nursery and 16 in the crèche may attend the centre at any one time. The centre is open each weekday for children from 08.00 to 18.00 for 50 weeks of the year but the centre's hours for other activities extend this. At present there are 39 children on roll. All children share access to a secure enclosed outdoor play area. The centre supports children with learning difficulties and/or disabilities and there are six children on roll. The centre also supports a large percentage of children who speak English as an additional language. The centre employs seven permanent nursery officers and two agency practitioners all of whom are qualified.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's good health is given priority at the centre and hygiene in and around the centre is of a good standard. Children benefit from staff's reminders, for example to access their own tissues and to wash their hands when necessary. Clear nappy changing procedures and policies which underline the centre's health and hygiene principles are understood and well implemented by staff and in this way ensure children are free from cross infection. Children are well cared for when they are unwell, with adequate numbers of staff trained in first aid, and clearly defined medication procedures are used as appropriate.

Children's physical development is well supported with daily access to fresh air and a wealth of apparatus including tricycles, climbing frames and buggies which they use regularly. The centre has difficulties with the temperature of some internal areas, however, making it overly warm at times. Children are offered a good selection of freshly cooked food when at the centre and enjoy and benefit from meals such as shepherd's pie, bread and butter pudding and macaroni cheese. They have regular access to water and to fresh fruit and vegetables to help their growing bodies. Children who may have special dietary needs or cultural considerations are well catered for and clear documentation ensures this is consistent throughout the group rooms.

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

The provision is good.

Staff are securely inducted into the centre's health and safety procedure. As a result the children are kept safe in the centre because staff are vigilant and consistently supervise the children in their care. The premises and outside area, overseen by a dedicated member of staff, are spacious and suitable for their purpose. The environment provided enables children to, at times, move around within a secure central area which is free from hazards and well organised. Resources, most of which have been recently purchased, are of excellent quality and electrical equipment is regularly tested to ensure it meets safety requirements.

Accidents when they occur are suitably recorded and used effectively to inform the centre's risk assessment records and minimise hazards. Children are safe from fire hazard because the centre holds regular recorded fire drills and fire prevention equipment in place is regularly checked to ensure it is in good working order. Children are further safeguarded because staff get to know them and their families well. Staff use their experience well to implement child protection procedures and attend training to ensure they are up to date with current guidelines.

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

The provision is good.

Children really enjoy and benefit from attending the nursery. Babies at the centre settle well and are able to build up strong and secure relationships with staff. Staff use their knowledge of the Birth to three matters framework well to secure a range of stimulating and worthwhile activities which support children's social skills and levels of communication. Whilst enjoying a range of soft background music, for example, the babies eagerly search out a wealth of resources located on floor mats. These include musical instruments, books from low level shelves, stacking beakers, drawing and role play materials. They particularly enjoy splashing in the water tray, locating their plastic fish and manoeuvring around the garden on their wheeled toys. Older

children particularly enjoy art and craft activities, for example where they carefully place pasta shapes to create interesting artwork and dance and sing creatively when they hear their favourite sung stories. They benefit from staff's encouragement to take turns and eagerly join in with games, for example where they race to reach the end of the curly tunnels using plastic balls.

## **Nursery Education**

Children progress well through the stepping stones towards the Foundation Stage. The quality of teaching and learning is outstanding and driven by an enthusiastic staff team who are committed to meeting each child's needs. Learning is fully integrated into the range of activities provided and often initiated by the children themselves. Staff work well as a team and are quick to follow through on children's interests in a given area. Learning for the children is fun at the centre because staff work at the children's level, for example by modelling the branches of a bean stalk with their bodies so that children can paint from observation. At other times, the children's knowledge and understanding of the world is greatly enhanced as they use their telescope in the planetarium role play corner and name the planets of the solar system using supporting books. Staff use appropriate language and offer valuable questioning to engage the children's interest. The children are able to concentrate on ideas and see these through, for example, during activities where they use recycled boxes to create giant monsters to support their love of their favourite television programmes.

Planning is effective and reflects the curriculum for the Foundation Stage well. It works well because it is informed through regular observations of the children during activities and therefore stems from the children's abilities and interests. Activities are carefully evaluated to enable staff to build on what the children know and can already do. As a result the children are eager to master skills in mathematics, for example when they count their pretend money to buy their shopping and to create shopping lists using pre-writing skills to their best ability. The children sing along enthusiastically to alphabet tapes at the listening station, find their name cards at lunch time and respond well to the variety of creative activities available. They demonstrate increasing independence as they choose what to do and join in group activities. The children concentrate well, are particularly sociable to their peers and chat endlessly about what they are doing.

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

The provision is good.

Children benefit from attending a centre which is fully inclusive with additional support professionals on site. This together with staff's knowledge and understanding particularly lends support to those children who may have learning difficulties and/or disabilities. Children who may have English as an additional language grow in confidence because activities reflect a range of backgrounds and allow the children to feel at home in the environment. Their individual needs are well met because staff collate full records relating to the children's culture, language and dietary needs and use this information to support their daily activities. For example, the children are involved in activities which relate to festivals such as Diwali where they paint their hands and create interesting displays to reflect their knowledge. Furthermore, children settle well because staff get to know them well through a valuable key working system and regular observational work.

Children's behaviour is good at the centre because they are engaged in activities and have the support from staff who are calm and positive in their approach. Children's social, moral, spiritual and cultural development is fostered. Partnership with parents and carers is good and parents

given full information about the curriculum and their child's progress. Frequent meetings allow for a worthwhile forum in which to exchange ideas and inform parents of the nursery's plans and objectives. The centre's written complaints policy has not been updated to reflect current guidelines.

### **Organisation**

The organisation is good.

Children benefit from being cared for by staff who are appropriately vetted, qualified and experienced in childcare. Staff work well as a team, sharing good practice and regularly meeting to discuss planning issues and are committed to providing an environment which puts the children first. All required documentation is in place and staff are currently reviewing all policies to reflect the new children's centre ethos. Clearly inducted policies and procedures support the care and welfare of children and are understood and well implemented by all staff.

Leadership and management is good and systems in place for monitoring and evaluating the curriculum for funded children work well in identifying and improving the service. As a result managers have identified outdoor play as an area for improvement in the near future. Staff are encouraged to meet regularly to plan the curriculum, have attended training in this area and their knowledge and expertise is reflected in their daily work. The manager has a clear commitment to ensuring children's progress in the Foundation Stage and meets regularly with staff to ensure this ongoing success. Overall, the provision meets the needs of the range of children for whom it provides.

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

Not applicable.

### **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.

## **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 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 the building is adequately ventilated and at an appropriate temperature for children and staff attending
- provide an up to date complaints procedure in line with current regulations

### **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):

- maintain high standards and continue to monitor the provision in preparation for up and coming changes in the curriculum

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](http://www.ofsted.gov.uk)