

5 Steps Community Nursery

Inspection report for early years provision

Unique Reference Number	EY340504
Inspection date	28 June 2007
Inspector	Linda Margaret Nicholls
Setting Address	15 Lambourne Grove, Rotherhithe, LONDON, SE16 2RR
Telephone number	0207 237 2376
E-mail	
Registered person	5 Steps 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 good.

WHAT SORT OF SETTING IS IT?

The 5 Steps Community Nursery re-registered in 2007 after being registered in a nearby nursery for some 23 years. It is managed by a committee. The nursery is registered to care for 32 children under five years; of these, not more than 20 may be under three years, and of these, not more than six may be under two years at any one time. Overnight care is not registered. There are currently 22 children on roll of whom 10 receive funding for nursery education. The nursery is located in Rotherhithe, in the London borough of Lewisham. It is accommodated in a purpose built building with three group rooms. The garden is fenced to provide separate areas for outside play. The nursery is open from 08.00 - 18.00 Monday to Friday 48 weeks a year. There are ten members of staff working with the children, all of whom have appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about personal hygiene and good health practices through every day routines. Staff gently reinforce hand washing before eating food and after outside or mucky play. Children are protected from cross infection because staff ensure play surfaces, toys and resources are clean using antibacterial cleaners. Children are protected from infectious illnesses because they do not attend when they are sick. Clear and effective medical records are maintained. Contact numbers are held securely and parents are informed of procedures should a child become ill or require emergency treatment.

Children are offered healthy foods at meals and snack time, including portions of fruit. Children tuck into freshly cooked meals such as pasta bake and some ask for more. Their personal preferences are taken into consideration. Some children say they like sausages and peas, others say they don't like peas and corn! Children select prepared beakers of drink and place them on a table when they are finished. Fresh drinking water is available at all times. Parents inform the nursery of any allergies or individual requirements their child may have. Menus are displayed.

Children enjoy daily planned physical activities and extend their play between rooms and the canopied garden area. They run and jump onto the plastic stepping stones following the words of a clapping rhyme sung by a member of staff. They stretch their hands above their heads or clap in time with her. Children play on tricycles or scooters. They gleefully climb through the caterpillar tunnel, throw balls or hula hoop proudly. They know when they need to rest and sit at tables under the canopy. They develop dexterity and coordination as they paint on the perspex easel, pour sand in the sand tray, knead play dough and twist the dough cutters.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely in secure premises because staff supervise them at all times and minimise risks by following safety procedures. An intercom system at the entrance ensures access is monitored, the garden is fenced and visitors details are recorded. There is plenty of free floor space for children to negotiate in the toddler and pre-school rooms but floor space is restricted in the baby room. Children make independent choices from equipment that is accessible and attractively presented. Areas of activity such as cushioned book corners, computer area, small world play and table top toys are clearly defined. There is good ventilation and natural light. Hazardous items are stored in cupboards which children cannot access.

Most children have a growing understanding of how to keep themselves and others safe. They help tidy away Lego pieces, step away from the climbing frame when other children are on it and negotiate with each other for equipment. Fire safety recommendations are in place and fire drills are practised regularly. An evacuation plan is displayed and children know what to do in the event of an emergency. Public liability insurance is current.

Children's welfare is promoted because staff are experienced and know the procedures to follow should they have any concerns. Safeguarding Children training was undertaken in 2005. A detailed written statement explains the process to be followed should there be an allegation of abuse by a member of staff or other adult. Local and national contact numbers are available.

Parents are informed of the provider's professional responsibilities through policies and procedures and at an initial meeting.

Helping children achieve well and enjoy what they do

The provision is good.

Children arrive and play readily. They make independent choices from a wide range of freely accessible toys and resources. They put on aprons and pour water from a variety of jugs and containers. They sit at tables to draw round animal stencils. Children engage with staff easily, asking them to play with them or to show them a book. They use a range of mark making equipment, such as crayons, pencils and paint and some write the letters of their names. Children develop confidence as they balance on a scooter or sing a song such as 'Twinkle twinkle little star' or 'Bob the Builder,' to their group. Craft pictures from marble rolling are displayed so they know their work is valued. Children enjoy social activities such as outings to a farm and learn the names of animals. Children are attentive when a story such as 'I am not Sleepy' is read and respond eagerly to staff when asked about their bedtimes and how they go to sleep. Babies connect the toys they play with to the sounds the animals make. They move the farmyard figures in and out of the farm. They have little free space to practise balancing and walking.

NURSERY EDUCATION

The quality of teaching and learning is good. Experienced staff work well as a team to plan and provide resources for activities. They effectively incorporate elements of the Birth to three matters framework and the early years goals of the Foundation Stage. Observations are taken and assessments made to monitor individual children's progress. There are no records of children's achievements prior to starting at the nursery. Planning is clear, effective and displayed for parents' information. Appraisal of whole group activities at team meetings differentiates abilities and achievements. Staff are caring and alert to children's interests. They allow them time to explore and ask them questions to make them think.

Children learn steadily as staff reinforce and extend children's knowledge. They learn the names of animals, numbers and colours. Staff introduce new words such as pyjamas, snore and sleepy. Children concentrate and focus on illustrations in a book. Some confidently read aloud, remembering elements of a favourite book. They learn to keep time clapping to action rhymes and count from one to five. They learn the properties of shapes, fitting wooden cubes and pyramids into a shape sorter. They experiment with paint and marbles or paint on a perspex easel. Children are fascinated by the flow of water poured on to a water wheel. They learn about everyday items such as mobile phones, calculators, telephones and computers.

Children proudly show a Lego model they have constructed. They know their work is valued and label pictures they have made with the letters of their name. They show they care for others as they walk the baby dolls in the buggies and help each other climb and balance. Children are polite and learn to share because staff provide consistent explanations for the behaviour they want, such as taking turns with equipment. Children move confidently and competently as they extend their play from their rooms into the outside play area. They develop dexterity and coordination as they thread wooden beads on a frame, place dominos alongside each other or fit two halves of fabric animals together. Overall the provision plans and provides activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

Helping children make a positive contribution

The provision is good.

Children and adults are welcomed by name as they enter the building and rooms. Children have access to a range of toys and books showing positive images of race, culture and disability. They show an established sense of belonging as they relate to adults they know. They learn about their local community from resources including posters, musical instruments, songs and people who visit their nursery. Families are requested to provide information about their preferences and individual requirements. Staff liaise with other professionals, are highly experienced and suitably qualified to support children with learning difficulties or disabilities.

Children are good natured and for the most part know how to control themselves. Posters display the nursery rules at adult and child height. Children are considerate of others who may need extra support because staff provide simple consistent explanations of behaviour they want. Children learn to share and to take part in tidying up the Lego.

The partnership with parents is good. Children receive continuity of care because agreements are signed and individual details are recorded. Information is shared daily between parents and staff. Parents report their children are 'very happy here' and have 'settled in well.' Parents consider they are well informed. Staff 'tell me all I want to know' says one. Parents are encouraged to contribute to the running of the nursery, either helping as a volunteer or as a practical part of their own training. Nursery records and observations build through Birth to three matters and the early years goals of the Foundation Stage. Individual qualifications and the professional roles of the staff team are displayed for parents' information. The provider takes positive steps to ensure parents are kept well informed of all relevant policies and procedures. This includes a complaints procedure and contact details of the regulatory body. Children's spiritual, moral, social and cultural development is fostered.

Organisation

The organisation is good.

Children play enthusiastically and learn at their own pace in a welcoming environment with supportive, caring, adults. Ratios are met but equipment in the baby room restricts the floor space. Children explore and create with imagination and growing independence. The registered provider ensures adults working with staff are suitable to do so. An induction procedure is in place and progressive professional development is encouraged. The registration certificate is displayed. Required documents are held although some are recorded in pencil. An operational plan identifies training programmes for the team.

The leadership and management are good. Staff are encouraged and supported in their application of the Birth to three matters framework. Senior staff have attended an information workshop for the Early Years Foundation Stage. Observations and assessments identify children's individual achievements and whole group activities are reviewed during regular team meetings. Parents are provided with information of their child's progress daily, on request and as a record of transfer. Children's achievements prior to entry at the nursery are not recorded as a starting point to individual progress. The nursery 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.

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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):

- ensure all registers and records are completed in ink so that historic records are maintained
- consider the methods of storage in the baby room so that floor space is maximised and children can comfortably extend their play

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):

- consider introducing a record of children's achievements prior to starting at the nursery to provide a continuous record of progress and link to the early learning goals of the Foundation Stage.

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