

IF Nursery

Inspection report for early years provision

Unique Reference Number	107416
Inspection date	18 September 2007
Inspector	Alison Romanczuk
Setting Address	177 Abbey Street, London, SE1 2AN
Telephone number	020 7237 9313
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Registered person	The Beormund Community Centre
Type of inspection	Integrated
Type of care	Full day care, Out of School 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?

If Nursery, first registered in 2001 and formally known as Beormund Crèche, operates from a self contained area, on the ground and first floor of the Beormund Community Centre, on the Arnold Estate in Bermondsey. There are two playrooms, a staff room, kitchen and toilet facilities. There is also a newly refurbished, enclosed outdoor play area at the rear of the building.

The Nursery is registered to provide full day care for 20 children aged from two years to five years old and there are currently 17 children on roll. It provides access for children who may be receiving nursery education grant and there are currently four children attending at present. The nursery operates from 9:00 to 16:00 Monday to Friday, throughout the year and closes for bank holidays, three weeks in August, one week at Easter and two weeks at Christmas.

A nursery coordinator and four staff care for the children. All staff hold relevant qualifications in childcare. The nursery is run by a voluntary management committee. It is grant aided by funding from the European Social Fund. It provides full and part time care for children from the local community which is diverse in culture and language.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children benefit from a good range of activities which support their good health with times to rest and be active. They participate in free outdoor activities each day and often supplement their physical development with trips to the local playground and outings to the farm, for example. Children learn good hygiene habits as they access tissues and help to tidy up with staff after the session. Their eager participation in activities such as washing their hands before meals and after using the toilet helps to reduce the spread of cross contamination and staff demonstrate a good understanding of health and hygiene procedures including those used during nappy changing.

Children are well cared for when they are unwell and all staff have up to date first aid certificates. Consent for emergency medication is sought from parents and a medical log is kept when appropriate, however the nursery's medication policy is not up to date and this impacts on the care given to those children who may need ongoing medication. Children enjoy and benefit from a healthy menu which is cooked freshly on the premises and they happily help themselves to water during the sessions. Meals reflect a healthy and well balanced diet including giving priority to fruit and vegetables and staff take account of children's differing dietary needs in consultation with their parents.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children's safety at the nursery is well maintained overall because the children are well supervised and staff to child ratios meet requirements. Risk assessments at the nursery work well in ensuring children can play in an environment which is safe and secure and all visitors to the nursery are monitored appropriately. Children use a range of toys and resources which are well organised and meet safety standards. They learn that tidying up after their play helps to keep the environment safe and demonstrate care when moving about the premises using stairways and handrails. Accidents, should they occur are recorded accordingly and information shared with children's parents.

Children are protected from risk of fire because the nursery has appropriate fire prevention equipment installed which is regularly serviced. They are involved in regular recorded fire drills to help familiarise themselves should an emergency arise. Staff are secure in their understanding of child protection concerns and monitor and get to know the children well. Not all staff have attended recent training however, and as a result policies in place have not been updated to reflect recent National Safeguarding procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy attending the nursery, are busy and interested by what is on offer and settle well as a result. Staff offer lots of reassurance for new children starting and use their knowledge of the Birth to three matters framework well in planning for each child's needs. Children are able to choose from a good range of freely accessible toys and activities including sand and water, painting equipment and recycled materials. Priority which is given to children's growing independence results in children who feel comfortable in their environment and who are able

to make choices based on their interests. Children interact well together, chatting as they take turns to mix and colour their homemade play dough and move their hands through the flour, for example. They enjoy and benefit from regular role play in their home corner and often help themselves to books and drawing materials. Levels of communication are well supported in an environment which is rich with conversation and positive interaction between staff and the children attending.

Nursery Education

The quality of teaching and learning is good and children's progress in the foundation stage consistent as a result. Staff demonstrate a good knowledge and understanding of the curriculum in the foundation stage and regularly monitor and assess the children's progress. They work well as a team and plans, which use the stepping stones, clearly identify children's achievements and provide for the next step in learning. Children's understanding and growing communication is well supported by staff who regularly talk to the children and offer good questioning skills to draw out their ideas. Activities such as those using books and props particularly engage those children who may have English as an additional language of whom there is a high percentage in this nursery. Staff have identified further training needs in this area to ensure they maximise children's potential in this aspect.

Children are stimulated by what is on offer and concentrate in activities for sustained periods. They talk to each other, often in different languages during activities, and are able to negotiate their needs, for example, when taking turns with equipment in the home corner. Children show a fondness for books, often choosing them independently during the session and often read to each other. Their growing skills in recognising and writing their names are well supported as they self register in the morning and attempt to write their initial on artwork, for example. Children develop skills in problem solving as they use water pumps and containers in the water tray and learn to count and correspond numbers using paper model ants and creatures in displays around the room.

Children are suitably challenged by activities and demonstrate a curiosity for technology, using antique typewriters, telephones and the nursery computer, for example. They often explore the world around them using small world figures and role play scenarios. Good levels of creativity are encouraged and reflected through artwork around the nursery which shows the children's ideas and experimentation through paint and colour. Children develop good physical skills when playing inside and in the garden area where they negotiate the space and those around them well. They show particular skills negotiating the challenging stairs which lead them to the ground floor area and increasing confidence using a range of tools and implements in their play.

Helping children make a positive contribution

The provision is good.

Children benefit from attending a nursery which gives priority to inclusion and children's spiritual, social, moral and cultural development is fostered well. Activities and resources promote a positive view of the world around them and help children's awareness of diversity and understanding of others. For example, in the home corner the children use a range of kitchen utensils, fabrics and dolls which reflect different cultures and skin colour. Children's difference is celebrated as they eagerly select from a range of interesting books which reflect different religions and ways of living. The nursery has a particularly diverse linguistic intake with children attending who speak French, Spanish and Swahili and interaction is rich with children and staff

swapping from French to English and back throughout conversations, for example. Good links with outside agencies supports those children who may have learning difficulties and/or disabilities but no children have been identified in this area currently.

Children behave well at the nursery and are busy and engaged in what they are doing. Staff offer a positive attitude; particularly regarding children's understanding given the range of languages used, and praise and encourage the children to learn at their own pace. The partnership with parents and carers is good as a result of good communication both informally and through ongoing meetings to discuss their child's progress. This is further supported through good levels of clear information about the curriculum given when the children start. Parents feel comfortable talking to staff and work well in the key working system but the complaints policy has not been updated in line with current expectations.

Organisation

The organisation is good.

The registered person uses effective recruitment procedures and ensures all staff are appropriately vetted and suitable to work with children. Priority given to training, particularly towards staff achieving foundation degrees in childcare means that the children benefit from having well qualified and experienced staff to care for them. All staff hold appropriate qualifications, are experienced and hold up to date first aid certificates. They work effectively as a team in this small nursery with regular meetings to ensure staff work consistently well. Documents kept relating to the children are well organised and of a good standard and this ensures children's safety and wellbeing overall. Policies and procedures in place underpin the nursery practice well despite some procedures not yet updated and staff show a good knowledge and understanding of current regulations.

Leadership and management is good and staff clearly supported in all areas of their work. Regular appraisals by managers and directors at the centre allows staff to evaluate their work and to identify training to enhance their skills in the curriculum. Staff clearly identify their strengths and weaknesses in the foundation stage and regularly access support from the local authority in ongoing improvements. Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

During the last inspection the registered person was asked to develop and make available to staff and parents a procedure to be followed in the event of a child being lost. They were asked to keep a written record of all medications administered to children. The nursery now has a fully implemented lost child procedure and methods are in place to record medication. The medication policy is currently being updated to reflect this aim.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted which 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 the child protection policy is updated in line with current safeguarding procedures and that staff have attended relevant training
- update written policies for medication and complaints 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):

- put into place aims for further training to advance the support for those children attending who may have English as an additional language

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