

SRC Community Nursery

Inspection report for early years provision

Unique Reference Number	107458
Inspection date	02 April 2008
Inspector	Alison Romanczuk
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Registered person	S R C 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 inadequate – notice of action to improve. The registered person does not meet 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?

SRC is a community nursery, formerly Sumner Road Chapel Community Nursery is situated in an inner city area close to central London. It first opened in March 1983. The nursery is registered for 69 children aged three months to five years old. It is run by a management committee, mainly consisting of past and present parents. It operates from premises that have been specifically modified and has specialist rooms such as the soft play area and a sensory room.

Part of the nursery's role is to provide childcare for parents involved in training initiatives. Children attending reflect the diversity of the local community.

There are currently 65 children on roll, 24 of whom are currently in receipt of nursery education funding. Ten children attending have English as an additional language and two children have been identified as having learning difficulties and/or disabilities. The nursery is open 08.30 to 17.30 Monday to Friday. There is a team of 24 staff, including a manager, deputy, nursery practitioners and nursery assistants. Most of the staff hold or are working towards qualifications in childcare. The nursery receives support from the Early Years Department.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is inadequate.

Children's health is being compromised because the environment is not kept to a suitably hygienic state and recent measures to deep clean the premises have not worked. Difficulties arise because the building is old and weary and the nursery has plans to move in the near future. This has resulted in some inconsistencies in staff practice and impacts on children's health when moving around the building. Despite this, other policies and procedures which the nursery has in place, such as nappy changing procedures, work well and the children respond well to encouragement to wash their hands and teeth, for example. Children are well cared for if they become unwell and clear medication procedures used by staff ensure children are given the best care at this time. All staff are currently renewing their first aid certificates to support emergency situations should they arise. Children are well nourished at the nursery with food freshly prepared on the premises by an experienced and qualified cook. Menus reflect a good balance of nutrients to help children's growing bodies including regular access to water, fresh fruit and vegetables. Clear records kept by staff ensure children's individual needs and allergies if present are known by all staff. Children benefit from regular fresh air and large physical play on a daily basis in the nursery garden and balcony area. They enjoy navigating their bikes around the outside area, climbing, sliding and running and participating in games which help their coordination and confidence in this area.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children's safety is compromised because there are hazards with regards to the building, storage and equipment at the nursery. Whilst the premises are secure and monitored through intercom and coded systems, risk assessments inside do not work in practice. As a result the premises are not suitably monitored to ensure children's safety throughout their time there. Staff, some of whom lack experience in this area are not aware of dangers relating to trailing wires, for example connected to a television set and stereo systems on high shelves. Windows are not consistently locked and one of the toilet facilities is unsuitable for the children's use. Some storage at the nursery whereby boxes of toys are located on high shelves leave staff vulnerable when locating resources whilst the children are present.

Despite this, children are for the most part well supervised when at the nursery and staff encouragement for the children to keep themselves safe, for example by not running inside, works well. Accidents should they occur are suitably recorded and shared with children's parents. Children are suitably protected from fire hazards because the nursery holds regular fire drills and ensures fire prevention equipment, such as extinguishers and smoke alarms, is regularly checked. Children are safeguarded from harm because staff talk to their parents about their responsibilities for child protection. Staff have attended recent training in this area and monitor the children well. Staff concerns are recorded appropriately and information shared when necessary with the local authority.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy being at the nursery and settle well, being able to establish good relationships with staff and the other children in a friendly environment. Children benefit because staff have

attended training in the Birth to three matters guidance and include this well in their plans for activities. Younger children settle well in the baby room environment which is carpeted and cosy and allows them space to move around and explore the space available. They babble contentedly as they use push button electronic toys and staff are attentive to their needs. They encourage their growing vocabulary by imitating the babies' noises back to them and by offering new words during their play. The babies enjoy a range of sensory activities such as moving their hands through paint, crawling through ball pools and exploring heuristic materials such as string and wooden spoons, for example. Staff monitor their achievements well and are able to inform the next room of children's achievements to ensure consistency in their development. Toddlers at the nursery develop well and enjoy a further range of activities as they splash in their water trays, fill buckets with sand and respond to materials such as watered down jelly in their sensory trays. Some of the toddlers use and enjoy books from a good selection available but there is currently less opportunity for this in the lower room as the books are not easily accessible and some inexperienced staff lack confidence in supporting children's interests. The children benefit from the very good range of art and creative activities available and show that they are learning to concentrate on what they are doing. They sing with enthusiasm and often show care and consideration for each other, for example as they pull up their sofa chairs to chat to each other during the session.

Nursery Education

The quality of teaching and learning is satisfactory. Children's achievements through the stepping stones are satisfactory as a result. Most staff have received training in the Foundation Stage and demonstrate a generally good understanding of how to plan and evaluate activities for the children to reach their fullest potential. Other staff have limited experience and training in this area and as a result are not well deployed to key work these children. Overall, however, staff plan a full and stimulating selection of activities and the children are busy and engaged in what they are doing. Observations of the children are, for the most part, used well to plan for children's interests and abilities. The children use and enjoy role play throughout their time there to make meaning of the world around them, dress up in cultural fabrics and socialise well with those around them. They show increasing concentration, for example when building cubes from construction materials, and interact well with each other at group time. They show increasing personal independence and feel at home in their group rooms, as they help themselves to resources and available staff led activities.

Children learn to listen attentively and join in with thoughtful considerations to their favourite songs, such as Twinkle Twinkle, at circle time. Their growing vocabulary is generally well stretched by staff and the children show a particular fondness for books which they often choose at quiet time or bring to staff to read. Many creative and mark making opportunities enable the children to learn skills, such as pencil control, and labels around the room help them to distinguish familiar words and their names. Their mathematical and problem solving skills are generally well supported through integrated play which enables the children to match their coloured plates and cutlery in the home corner and to count, for example during art activities. A recent activity allowed children good hands-on opportunities to match, sequence and count as they created paper mâché ladybirds. Children learn to problem solve as they use sand and water activities and a range of building materials including large wooden blocks and connecting objects. They explore the changing nature of materials as they make cornflour and explore concepts, such as sinking and floating and volume, as they use their sand and water tray materials.

Children particularly benefit from the range of sensory, creative and art and craft materials available and often create interesting artwork from collage, paint and found objects. They learn what happens when they mix paint, for example and make decisions based on their ideas for design. The nursery sensory room is of particular benefit and enables the children to be in a calm and restful environment but also to experience the stimulating objects such as light boxes, projected patterns and fibre optic light shows. Children learn to use technology as they navigate their way around the nursery computer and staff lend good support to their skills in this area. Children's growing confidence and physical skills benefit from daily access to the outdoor area and the children move around with increasing coordination and an awareness of others. They successfully navigate their way around the garden furniture on their trikes, for example and learn to develop control as they throw and catch balls and climb over and through climbing frames.

Helping children make a positive contribution

The provision is satisfactory.

Children benefit from attending a nursery which is fully inclusive and equal opportunities policies, recently reviewed, clearly underpin the nursery's aims in this area. Their spiritual, moral, social and cultural development is fostered. Staff get to know the children and their families well through the key worker system in operation and are attentive to their personalities and other languages if present. Resources, books and toys which the children use reflect different backgrounds and ways of life and help the children to gain an awareness of their own and others' identities. Regular themed activities, such as those celebrating Black History month, Hogmanay and Easter, reflected in photographs around the nursery help to boost the children's confidence and give them a good sense of community. Those children who may be identified with learning difficulties and/or disabilities are welcomed into the nursery and receive good support, including on a one to one basis and they settle well as a result. They benefit because the nursery has a sound understanding of procedures including working in partnership with outside professionals to support their needs. Children behave generally well at the nursery and are, for the most part, busy and engaged in activities. Staff offer lots of praise and encouragement for their achievements but less experienced staff have received limited training in this area. Partnership with parents and carers is good and parents well informed of the activities their children are involved in including information about their achievements in the Foundation Stage of learning.

Organisation

The organisation is inadequate.

Inconsistencies in the current organisation of the nursery compromise children's health and safety and leave staff and children vulnerable. This is due in part because the nursery is currently undergoing a move to different premises but also due to risk assessments not being suitably implemented or inducted to staff working with the children and because the environment is not suitably monitored. Children's safety is maintained in other aspects because the staff team are suitably vetted to ensure they are suitable to work with the children. Recruitment procedures in place ensure the staff team are suitably qualified but at times, inexperienced staff are given responsibilities which do not meet their skills. Training is generally well accessed and the nursery has clear links established with the local authority. All staff are currently renewing their first aid certificates but there has been limited training in behaviour management particularly for less experienced staff. Documentation at the nursery is well organised and staff are clear on their responsibilities for recording children's details, attendance and consent from parents.

Written policies and procedures are regularly reviewed to ensure they meet current guidelines and uphold the National Standards despite some not working well in practice.

Leadership and management of the Foundation Stage curriculum is satisfactory and staff are generally given good support to ensure they plan a varied and stimulating curriculum with the children. New staff appraisals recently put in place support the manager's aims in improving the service and children's achievements. Current changes planned for in the Early Years Foundation Stage have left some staff unsettled, however and less experienced staff who have been given key children in this stage of learning have not trained in this area. This leads to some inconsistencies in how the curriculum is monitored to ensure children reach their fullest potential. Overall, the setting does not meet the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to devise and implement a system to record any incident of physical restraint. This has been completed successfully as part of the nursery's policies and procedures plan.

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, the registered person **must** take the following actions:

- ensure hygiene is maintained at the nursery to support children's health and wellbeing
- assess the risks to children in relation to hazards around the nursery including trailing wires, unsuitable storage of equipment and take action to minimise these

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- ensure staff working with the funded children are suitably trained and experienced in this area

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