

Brixton Centre - Lambeth College Nursery

Inspection report for early years provision

Unique Reference Number	144088
Inspection date	08 January 2008
Inspector	Christine Jacqueline Davies
Setting Address	56 Brixton Hill, London, SW2 1QS
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Registered person	Lambeth College
Type of inspection	Integrated
Type of care	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.

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 satisfactory.

WHAT SORT OF SETTING IS IT?

Lambeth College Nursery was registered in 1995. It is located at the Brixton Centre, in the London borough of Lambeth and is one of two nurseries run by Lambeth College. The nursery is primarily for the students attending the college. The premises consist of two play rooms and a secure garden area. The nursery is open during term time, from 08.30 to 17.30, Monday to Friday. A maximum of 40 children aged two to five years may attend the nursery at any one time. There are currently 58 children aged from two to under five years on roll attending both full time and part time places. Of these, 28 children aged three and four years receive funding for nursery education. The nursery provides support for children who have a learning disability and those who speak English as an additional language. The nursery employs seven staff, all of whom hold an appropriate Early Years qualification. The nursery receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Rigorous cleaning routines ensure that children are cared for in a clean environment and that their good health is promoted. Children learn about the importance of good hygiene as they wash their hands after using the toilet or before handling food, minimising the risk of cross infection. Good procedures are in place for administering medication including obtaining written consent and keeping appropriate records, signed by parents. In addition to this, there are named first aiders on the premises who are able to respond appropriately to accidents should they occur. This ensures that children's health and welfare is safeguarded. Children benefit from a balanced diet which takes into account their dietary needs. Staff responsible for the preparation of food on the premises, are suitably trained in basic food hygiene. Children have opportunities to be active outdoors and are able to use a range of equipment that promotes their growing physical skills. Children are able to rest according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery has rigorous systems in place which ensure that children's overall welfare, health and safety is promoted. Risk assessments are undertaken on a regular basis and staff ensure that toys, equipment and resources meet safety standards, enabling children to play freely and independently. However, staff have not ensured that plastic bags hanging on the children's individual pegs are kept out of reach to children, potentially compromising their safety. Good attention is paid to fire safety and evacuation procedures are clearly displayed. Good procedures for the arrival and departure of children are in place and children are supervised at all times, helping to protect them from harm. Staff have a secure understanding of safeguarding procedures and are aware of steps to follow should they have a concern about any children in their care, helping to promote the overall well-being of children.

Helping children achieve well and enjoy what they do

The provision is good.

Children under three benefit from an organised environment which promotes independent learning. For example, resources are low level and within easy reach to children. Activities are age and developmentally appropriate and staff have a good understanding of the needs of under three year olds. They ensure that planning reflects the Birth to three matters framework which contributes to children's overall development. Activities are evaluated and focus activities clearly identify how children with differing abilities are catered for. Children enjoy a good range of creative activities and particularly enjoy experimenting with custard, play dough and sand. Staff provide good support and guidance to those children who require additional help when using resources and play equipment. Children express their ideas through a range of activities, such as painting, role play and constructional materials, enabling them to develop first hand learning experiences through play.

Nursery Education

The quality of teaching and learning is satisfactory. Children make steady progress across the areas of learning because staff have a satisfactory knowledge of the Foundation Stage curriculum. Planning occurs on a weekly basis and demonstrates that children have opportunities

for both structured and free play, however, plans are not consistently evaluated and do not clearly identify how activities are adapted to meet individual capabilities. The room is organised so that children can choose activities easily. For example, resources are stored at a low level. However, during some periods of free play, some children lack sufficient support and guidance from staff to enable them to learn appropriately through independent play. As a result, some children wander aimlessly around the room and do not achieve as much as they could. Assessment procedures are in place but do not clearly show how children's progress is tracked.

Despite this, children enjoy a range of activities throughout the day, that build on their communication, language and literacy skills. They listen to stories, sing songs and have access to a selection of resources for mark making. However, there are few opportunities for children to pay close attention to the features and purpose of the written language in their surroundings and see their own attempts at writing displayed. Children show a growing knowledge of counting and have access to a range of activities that support their mathematical development. However, staff do not consistently introduce mathematical vocabulary during play to help children develop their problem-solving skills or extend their knowledge of shape and pattern. Children's physical development is promoted well and they have opportunities to use a range of small and large equipment to develop their coordination, negotiation skills and spatial awareness.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children are happy and play well together, developing their confidence. Staff set realistic boundaries when managing behaviour, which means that children behave well. Children are treated with equal concern and benefit from an inclusive environment. They are valued and respected and have access to broad range of resources that reflect diversity. Children learn about themselves and the wider community via planned topics and discussions. Children with learning difficulties and disabilities are well supported within the setting. Good communication between staff and parents enable children's individual needs to be met. Settling in procedures for new children are sound and a key worker system is in place to help children feel settled and secure. Parents are encouraged to express their views and a detailed complaints procedure is in place.

Partnership with parents and carers who receive nursery education is good. Parents have opportunities to attend regular reviews about their child's progress and are also kept informed on a daily informal basis. Information about the Foundation Stage curriculum is provided within the setting, helping parents to be more aware of children's learning and development.

Organisation

The organisation is good.

Thorough recruitment procedures and safeguarding checks are in place, which ensure that staff are suitable to work with children. For example, all staff working in the nursery are required to have an enhanced criminal record check. Detailed policies and procedures contribute to the safe and efficient management of the setting. Staff development is a high priority and regular meetings are held with staff to discuss practice issues and ensure consistency. All staff have job descriptions so that they are clear about their roles and responsibilities. All required documentation is in place and is updated when necessary. Activities are well organised and a flexible routine is in place.

Leadership and management of nursery education is satisfactory. Current monitoring systems are still being developed and the manager is aware that gaps in children's learning are not always addressed quickly. Assessment procedures are unclear and require further development to enable children's progress to be tracked more clearly and effectively. Overall, the setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

The previous care inspection recommended that the provider ensure that the outdoor area is made safe. Key issues from the previous nursery education inspection recommended that the provider introduce a rigorous system to monitor and evaluate the quality of teaching and planning, and also to review the grouping of three and four year olds to enable individual development to be catered for during adult led activities.

Since the previous inspection, the provider has made satisfactory improvements. New fencing has been fitted in the outdoor area and a limit has been placed on how many children can use the outdoor area at any one time, reducing the risk of accidental injury. The provider has identified the strengths and areas requiring improvement across the areas of learning, but is still developing planning and assessment procedures so that children with differing abilities are catered for more effectively.

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):

- ensure plastic bags are not stored within reach to children

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 that planning identifies the next steps for children

- develop the system used to monitor and evaluate nursery education provision
- ensure assessment procedures clearly identify how children's progress is tracked

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