

Stockwell Nursery

Inspection report for early years provision

Unique reference number EY348914
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Inspector Patricia Ann Edward

Setting address Stockwell Methodist Church, Jeffreys Road, LONDON, SW4
6QX
Telephone number 0207 7388606
Email stockwell@brighthorizons.com
Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Bright Horizons Stockwell Nursery was registered in 2006. It operates from a Stockwell Methodist Church, situated in Stockwell, which, is located in the London borough of Lambeth. The nursery is accessed via side entrance. The nursery has sole use and the children access four group rooms and have use of an enclosed outdoor area. The nursery is open daily from 08.00 to 18:00 throughout the year, closing only for bank holidays and Christmas.

The nursery is registered on the Early Years Register to care for 64 children at any one time. There are currently 60 children attending who are within the Early Years Foundation Stage (EYFS) years. The nursery supports children with learning difficulties and disabilities, including those who speak English as an additional language. This provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 18 full-time and two part-time members of staff, of which 14 hold a recognised child care qualification. The setting receives support from advisors from the local authority

Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. Children enter the setting with ease. They quickly settle into their play and enjoy a good range of activities, which are accessible to all those present. Staff have a good understanding of how to adapt activities to include and support all children, particularly those children with additional needs. Staff within the rooms meet weekly to discuss and evaluate the provision in order to plan for children's interests. However, they are aware that future development is needed to ensure that children's next steps for their individual learning and educational development is included.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- revise risk assessments to ensure they are completed for all outings
- continue to develop the systems for planning and assessment so that children's next steps for learning form the starting points for learning intentions and their progress is matched to the expectations of the early learning goals.
- increase children's opportunities to access activities and resources that promote diversity to develop their understanding of self and the wider world
- develop use of the outdoor area to increase children's opportunities to access the six areas of learning and well resourced activities
- ensure the named person for safeguarding updates their knowledge at regular intervals

The leadership and management of the early years provision

Children's health is supported by the maintenance of adequate hygiene routines. Children are encouraged to wash their hands before meals and staff are proactive in cleaning tables before and after meals. All of the staff are trained first aiders. Medicines and accidents are maintained correctly and include the appropriate information. The cook prepares a good range of tasty, nourishing meals in a clean, orderly kitchen. Meal times are a social occasion, where staff sit at the table with children. The cook carefully prepares meals for babies and for children with particular dietary needs. All of which develops children's understanding and love of healthy living. All staff are aware of their responsibilities and roles in relation to keeping children safe within the nursery environment, although the responsible person for child protection has yet to update her knowledge and understanding of updated procedures.

Recruitment and induction procedures are in place to ensure children are cared for by suitable staff who are appropriately vetted and are suitably qualified for the position that they hold. Children benefit from the cover arrangements in place at lunch time which ensures ratios are maintained and children's well-being is further promoted. The staff's training needs are identified during staff appraisals to ensure they keep their knowledge and understanding up-to-date. Staff have a secure understanding about safeguarding children. For example, clear procedures are in place regarding child protection and staff know what to do if they have concerns about a child in their care. Regular risk assessments for individual areas of the provision are updated on a yearly basis and on going basis. There are some risk assessments in place for some outings, however, not all, to ensure that all hazards are identified and addressed. Policies, procedures and records are used adequately to underpin arrangements to safeguard children's health and welfare. The nursery have implemented their self-evaluation systems to ensure that they are able to securely identify strengths and priorities for improvement.

The quality and standards of the early years provision

The setting has a welcoming atmosphere with, approachable staff who work together as a team promoting children's welfare and learning. They separate from their parents and carers happily and settle into activities. Staff have adequate knowledge of the children through the effective key person system that is in place, and as a result, their individual needs are generally met, and inclusive practice is fostered. Staff across the nursery are beginning to develop skills in observing and assessing children's progress towards the early learning goals and planning for their interest. However, children's individual next steps for future learning, are not effectively catered for. There are sound working relationships with parents which enables the staff to meet children's individual needs and ensure that they are kept appropriately informed of issues in relation to their child's care and learning. Children are provided with an adequate range of activities that cover all areas of learning. Staff plan and provide a balance of adult led and child initiated activities, which are linked to the children's interests. Planning takes account of children's interests and staff identify next steps of children's interests so that activities are

meaningful for the children. Regular observations are undertaken as children play and records of achievement are in place, which parents have access to. Parents are also given six monthly written reports, which details their individual children's progress through the areas of learning. However, next steps for children's progress through the six areas of learning are not effectively identified and do not inform planning. As a result, children's learning is not fully maximised.

Children make choices and decisions in their play and they are enthusiastic learners. Staff plan and provide an adequate balance of activities that build on what the children are interested in and staff know they can do. Record keeping is not consistent in all rooms but it is evident that staff know the children well. Staff are sufficient in managing children's behaviour and they act as good role models and use polite ways of speaking. They make sound use of any minor disagreements to encourage and demonstrate to the children how to be kind to their peers, take turns and share toys. Staff extend children's knowledge of other cultures through celebrating a range of festivals throughout the year such as Chinese New Year, Christmas and Easter. However, children in all areas have access to a limited supply of resources that reflect positive images of the diversity. Mark making is used well in a range of meaningful situations, such as in the role play area where children make shopping lists. This promotes children's knowledge and confidence in recognising and using letters and sounds, especially to identify written words. All children have access to outdoor area to enjoy play in the fresh air on a daily basis. They have ample space to run around and exercise their large muscle skills. Children have access to scooters, bikes of various sizes, push along cars, sea-saw and hula hoops. The outside area is not planned for and not all areas are effectively resourced to maximise their opportunities to enjoy and achieve.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 3 |
| How well does the provision promote inclusive practice? | 3 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 3 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others? | 3 |
| How well are children safeguarded? | 3 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 3 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 3 |
| How well are children helped to stay safe? | 3 |
| How well are children helped to be healthy? | 3 |
| How well are children helped to enjoy and achieve? | 3 |
| How well are children helped to make a positive contribution? | 3 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 3 |

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met