

# SRC Community Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	107458
<b>Inspection date</b>	29/04/2009
<b>Inspector</b>	Tom Radcliffe
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<b>Type of setting</b>	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

SRC Community Nursery was first opened in 1983. It operates from a two storey building that is purpose-built and is located in Kennington in the London borough of Southwark. The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. The nursery is registered to care for a maximum of 69 children aged from six months to eight years of age. They currently have 52 children up to five years and five children from age five to eight years on roll. The setting supports children with learning difficulties and/or disabilities and children who speak English as an additional language. The group is open five days a week and operates from 08:00 to 17:45. All children share access to a secure enclosed outdoor play area. 19 members of staff work with the children, of these 17 hold an appropriate early years childcare qualification and two members of staff are working towards a recognised childcare qualification. The setting receives support from an advisory teacher from Southwark Early Years.

## Overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory. The setting supports each child effectively and shows an understanding of their individual needs which ensures that welfare and learning needs are given sufficient attention. The play environment is safe and secure and children have access to a range of planned activities which they enjoy and which promote their independence and choice. The setting's partnership with parents supports children's learning and helps their progress which is satisfactory given their starting points, age and ability. The provider's use of self-evaluation is starting to have a positive impact on the level of provision as the setting uses action plans to tackle known weaknesses.

## What steps need to be taken to improve provision further?

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

- continue to develop procedures regarding risk assessments in order to ensure that all aspects of the play environment remain hazard free.
- continue to develop a range of appropriate educational programmes to ensure that children make progress towards early learning goals.
- continue to develop systems of self-evaluation in order to bring about required improvements and enhance outcomes for children.

## The leadership and management of the early years provision

The provider ensures that policies and procedures are updated regularly and shared with all interested parties. This ensures that the setting is managed safely, increasingly more efficiently and in the interests of parents and children. All staff show an understanding of relevant policies and procedures and apply them consistently. This ensures that children are safeguarded at all times as they enjoy

effective levels of support and guidance from all staff. The provider ensures that all staff are suitable to work with children and regular training updates their level of skills. The setting has started to use risk assessments in an effective way to ensure that children play in a well managed environment. The manager intends to ensure that this initiative continues to ensure that all aspects of the provision are made as safe as possible. Children play indoors and outdoors safely and are given a growing understanding of their own health and safety, personal hygiene and healthy life choices. Children's health and well-being are given sufficient attention by staff as accidents and illnesses are managed effectively.

The provider uses self-evaluation to gain an understanding of the level of provision in the setting and areas that require improvement. This has been very focused on bringing about the necessary improvements since the last inspection and reflects a good working relationship with the local authority. These improvements have taken place and the provider is starting to have a longer view of how the provision can better meet the needs of children and parents and promote better outcomes for children. The manager has become efficient in creating meaningful action plans in areas requiring development, for example, promoting learning and development in all children. The setting is beginning to effectively deliver the Early Years Foundation Stage (EYFS) with particular improvements in providing children with appropriate planned learning experiences.

The setting has a satisfactory partnership with parents and carers. The provider has started to ensure that all necessary information is exchanged between home and the setting and that it is regularly updated. Also that key persons maintain a close contact with parents in order to inform them of the progress and development of their children. Parents value the settling in policy of the setting and the support given to children who use English as an additional language.

## **The quality and standards of the early years provision**

Children make progress while in the setting as they access a range of learning opportunities with an emphasis on independence and choice; this includes children who use English as an additional language. Staff have started to put in place effective practices to ensure that they have an accurate understanding of the starting point of each child. They also use careful observations in order to gain an understanding of the progress that children make and then plan for their next steps in learning. Children's written development records are emerging as accurate summations of their progress. The staff ensure that children's interests are accommodated in their activity plans. Staff support children in the decisions that they make about their play while also supporting them in more focused activities from which observational assessments can be made. Children engage themselves readily in a range of activities both indoors and outdoors, for example, they share books, use messy play equipment, paint with adults and use small games resources. The play environment is structured to meet the needs of children and this is starting to have a positive impact on them. Children make choices about how they spend their time in the setting and staff facilitate this well with appropriate interventions and support. Where children choose to play independently of their peers, for example in role play games, staff provide

appropriate levels of support to enhance children's learning and the experiences that they have. Children have access to age and developmentally appropriate learning experiences and play in a busy and purposeful environment. The behaviour management strategies used by all staff are effective and consistent. Staff are positive role models who care about children and promote good relationships with them. Children are praised, given choice and always spoken to appropriately. This leads to a smooth running and non-confrontational setting where potential conflict is well managed. Children have positive social experiences as they play together, share conversations, work with adults or have snacks and meals. Children of all ages spend their time in the setting with purpose and direction; the youngest children have very secure relationships with adults which promotes their development effectively. Staff in the setting show an understanding of how young children learn and of the EYFS. While planning and assessment procedures are satisfactory and becoming progressively more effective the setting has insufficiently developed educational programmes to ensure that all children develop towards early learning goals.

As the setting uses the EYFS when planning children's play experiences all areas of learning take place. Each area of the setting is activity based so that children can develop creatively with paint and in messy play and become involved in role play. Their language development is supported by conversations and effective questioning by staff and a wide use of books, stories and written labels on displays and resources. Older children use their names in a written form and even the youngest children are given opportunities to learn new words and express themselves. Mark making equipment is available both indoors and outdoors where children also have opportunities to develop their physical skills and their confidence. Children have access to computers and everyday technology and enjoy music and singing. Their understanding of their wider community is enhanced through regular outings and children's mathematical understanding grows through practical experiences and planned activities. Older children worked on a travel theme which gave them an understanding of their world and promoted skills such as the use of language and of number and value.

The welfare of children is promoted satisfactorily by the setting. Children are safe and secure and are safeguarded as they use a range of resources and undertake planned activities. Children are understood as individuals and learn about themselves and their community. Children are happy in the setting and show growing levels of confidence, independence and social awareness.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	3
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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