

Ruskin House

Inspection report for early years provision

Unique reference number	144706
Inspection date	14/07/2009
Inspector	Janet Sharon Williams
Setting address	48 Herne Hill, London, SE24 9QP
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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

Ruskin House Nursery School is a private nursery situated in a residential area in Herne Hill. It operates from a double fronted semi detached house which comprises of three playrooms on the ground floor and four open planned classrooms on the first floor. Each floor has their own toilet and washing facilities. The kitchen, office and staff room are on the second floor. There is a secure outdoor play area.

There are currently 82 children aged from three months to five years on roll. This includes 19 funded three year olds and four year olds. Children attend for a variety of sessions. The nursery currently supports a number of children who speak English as an additional language.

The nursery opens Monday to Friday all year round excluding bank holidays and one week's closure at Christmas. Sessions are from 07:00 until 19:00.

There are 20 members of staff employed to work with the children. Most staff have an Early Years qualification to Level 2 or 3. The nursery receives support from a mentor from the Early Years Development and Childcare Partnership. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children are able to make some good progress through routine satisfactory organisation. A few of the group rooms children have access to have a balanced range of resources and play materials. Management and staff are working together to improve practices in children's care and learning. Positive inclusive practice is promoted through staff working with parents, children whom speak English as an additional language and those with learning difficulties. Systems to identify children's individual needs, observational assessments and activity plans are not fully effective or in place.

What steps need to be taken to improve provision further?

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

- devise and implement a system to know children's starting point and what level they are at when they first start
- ensure activity plans include the six areas of learning
- review organisation of routines to enable children to have access to a varied range of toys and equipment to develop their self help skills, independence and to make their own choice about what they would like to do
- devise a system to keep up to date observation on children's learning and development within the Early Years Foundation Stage
- ensure records for risk assessments carried out for the outdoor area and

- outings are available for inspection
- provide a range of equipment to develop children's knowledge and understanding of the world, for example information technology

The leadership and management of the early years provision

The provider has identified most of the nursery's areas of weaknesses and long and short term plans are being put into place to address and promote the Early Years Framework in relation to children's learning and development. Staff are keen to attend training. Few staff have a clear knowledge and understanding of the Early Years framework and this has an overall impact on some children's enjoying and achieving. For example, plans in place do not identify or include any of the areas of learning. Some staff use an appropriate guideline to move children on through their stages of development, such as, tick list. This is used to write comprehensive progress reports to share with parents. Links between observation, assessment and plans are not yet fully secure for children's learning and development. Although staff have the opportunity to attend various training courses, none have completed an up to date training programme on the Early Years Foundation Stage (EYFS). However, most staff are keen to attend further training to enhance their skills and knowledge on the EYFS to enable them to provide an effective learning environment for all children being cared for.

Some staff have a sound knowledge of safeguarding and protecting children. To ensure children are safe whilst at the setting, staff members are responsible for carrying out daily risk assessments of their group room. This is clearly recorded with the date and by whom. Further risk assessments are carried out for outings, however, there was no system in place to record how this is carried out or by whom. Risk assessment for the garden is also carried out. However there is no evidence of this available for inspection, due to the information not being kept on site. Although ratios are met, staff are not well deployed to meet children's needs effectively, for example, sufficient staff are not always available in group room for two to three year olds during the lunch period.

Policies and procedures are in place, some have been updated to meet with the Early Years Framework. However, the complaints procedure that includes Ofsted contact details are out of date.

The quality and standards of the early years provision

Most children are able to make steady progress. Very young children and the older children are provided with a balanced range of activities to enable them to satisfactorily move forward in most areas of learning. However, the organisation and the choice/accessibility of resources and play materials is limited for children between the ages of one and three years. They have few varied activities to develop their independence skills and self-help skills. Routines are also too rigorous, such as, all children participate in the same activity at the same time. For example, painting with access to no other resources or activities. Children daily

participate in creative art activities, where they learn colours and are able to develop their imagination. Although some group rooms have a home corner area, they are not effectively used for children to use their imagination creatively. Children also do not have use of information technology. Their numeracy and problem solving is promoted through completing puzzles, during outdoor play they use and learn numbers. Most older children know their numbers and are able to identify them at random. Older children are competent speakers and younger children are learning singular words. Children are able to make good use of the outdoor play area and a balanced range of resources are available for older and younger children to develop their physical skills. However, there is also clear evidence that staff do not always sufficiently challenge children to promote their communication and language skills and develop more their numeracy and problem solving. Overall children are happy and enjoy their time at Ruskin house.

Some staff have a sound understanding of how children progress in their learning and development, but are not effectively using the Early Years Framework through completing up to date observations and assessments. Some staff know what stage children are at. Older children have profiles in place to take with them when they move onto school and baby room children have an assessment folder and what they have done to enable them to take when they move onto group rooms. There is no system in place to gather information from parents to enable staff to know what level children are at when they start.

Routines are in place to enable children to learn about good hygiene habits. They know how to wash their hands after using the toilet and staff have good routines for nappy changing, for example, ensuring that the nappy changing area is cleansed after use. Children learn about keeping themselves safe, they know how to hold onto the banisters when going up and down. Staff are consistently teaching children boundaries and how sharing is caring which contributes to positive good behaviour.

Meals provided are balanced and nutritious. Snacks and lunches provided are healthy. For example, each day children are served with either fresh fruit, raisins, vegetables or yogurt. Children are frequently offered drinks, can request for one at any time and consideration is given for the younger children or babies whom are unable to ask for one themselves.

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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