

# Rockingham Community Day Nursery

Inspection report for early years provision

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**Unique reference number** 107456  
**Inspection date** 04/11/2009  
**Inspector** Chris Banks

**Setting address** Falmouth Road, Borough, London, SE1 6RQ

**Telephone number** 020 7403 5643

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**Type of setting** Childcare on non-domestic premises

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Rockingham Community Day Nursery was registered in 1992 and is managed by a voluntary committee and other representatives of the local community.

The setting operates from a community centre based in the SE1 area of Southwark. Children have access to a number of playrooms and there is also a secure outdoor play area. Operating times are between 8.00am and 6.00pm. The nursery is open for 48 weeks of the year. It has operational links with local primary schools. A team of eight staff work with the children. All hold qualifications in early years childcare.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It may care for a maximum of 32 children from two years to the end of the early years age group. The setting receives funding for provision of free early education. There are currently 23 children on roll. The nursery supports children with special educational needs and/or disabilities.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are secure and very happy in the relaxed, welcoming setting. This is because the well qualified staff team work co operatively to ensure children's individual care and learning needs are well met. Children's overall learning and development is effectively promoted. They enjoy good quality play and learning experiences and their progress is monitored well. Staff demonstrate an ongoing commitment to continuous improvement through training and an effective process of self evaluation.

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

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

- ensure all medication records are consistently signed by parents
- improve the quality of mark making resources for children under three years
- ensure consistency in the planning and recording of children's next steps

## The effectiveness of leadership and management of the early years provision

Children are cared for in a secure setting where their safety is given high priority. Their overall welfare is positively safeguarded because staff demonstrate a commitment to act in their best interests at all times. They are well informed about their role and responsibility in protecting children from possible abuse with clear, up-to-date procedures to guide them. In line with requirements, there is a written

procedure to follow in the event that any allegation is made against a member of staff. Parents also receive good quality written information outlining how children's welfare is safeguarded. Effective recruitment procedures with careful checking of staff and students for their suitability to work with children is an added safeguard for children. Induction of new staff is thorough and most staff have attended updated child protection training.

Children's safety is further protected as arrangements for their arrival and departure are closely monitored via an entry phone system. There is a good awareness of parental responsibility issues with decisive action taken should any unauthorised adult attempt to collect children. Suitably maintained records, countersigned by parents also closely monitor children's attendance.

Recently updated, well documented policies and procedures relating to children's overall safety are effectively put into practice. Staff work well together to ensure good practical safety precautions are taken. Suitable systems are in place to ensure any potential risks are minimised with stringent daily safety checks carried out before children arrive. Following the last inspection, the recommendation to ensure all smoke detectors are in working order has been positively addressed. Fire drills are regularly practised with children. As a consequence, they are learning about the benefits of keeping themselves and others safe.

Children themselves are learning to play safely as they confidently explore their well organised surroundings. They are well supervised as they practise their independence skills and are gently guided in the use of scissors, cutlery and other potentially harmful items of equipment. They are quietly reminded to take care outdoors to avoid any accidents and most older children show consideration towards those younger or less confident than themselves when engaging in energetic free play.

Children are positively valued and their backgrounds and abilities respected. Staff work closely with parents to ensure each child's individual needs are taken into good account. A sensitively handled settling in period for new children helps them feel happy and secure in the unfamiliar setting. Highly effective links with specialist outside agencies combined with ensuring staff are well trained in specific areas, helps ensure individual children are very well supported should they require additional help of any kind. Activities are also planned to promote individual children's learning and development.

Partnerships with schools and parents are extremely positive. There are very well established links with local primary schools and parents receive strong support in preparing their child for mainstream education. The child's key worker actively participates meetings with school staff and the child's family which plays an important role in helping to ensure a smooth transition. They also pass on a complete record of children's achievements to date. Comments from individual parents indicate this is a highly valued approach.

Leadership and management of the nursery is effective. All recommendations arising from the previous inspection have been positively addressed with staff demonstrating an ongoing commitment to continuous improvement. Training with

outside agencies forms an important part of staff development and strong links with local authority early years advisors helps strengthen existing good practice. Record keeping relating to children's health, safety and welfare are mostly kept to a good standard.

## **The quality and standards of the early years provision and outcomes for children**

Everyone is warmly welcomed as they arrive at the nursery. The atmosphere is very relaxed and children quickly settle into their chosen activities. They are familiar and happy with daily routines which are effectively put into practice by staff who ensure new children are gently guided.

Children are helped to feel safe and secure because the key worker system works well and children form close attachments with their assigned key person. As part of the settling in process, parents are strongly encouraged to share what their child already knows and can do. This assists staff in planning for children's future care and learning and is carefully recorded in individual portfolios. Staff work co-operatively to monitor individual children's ongoing progress. They contribute well to observation records thereby giving a broad picture of children's achievements. Plans for children's future development are mostly based on their individual emerging skills and interests but the recording of children's next planned steps are not always consistency recorded.

Parents are valued partners. They are kept well informed from the outset and are also positively encouraged to extend their child's learning at home. All parents receive regular feedback about their child's progress. They are kept well informed in an range of ways through informal feedback and planned meetings. Parents have free access to their child's development portfolio.

Children's overall learning and development is well supported. Their combined experiences provide them with a stimulating, well-balanced range of free play and adult led activities. This helps them make good progress towards meeting their early learning goals. Some staff know which particular activities individual children enjoy most. They use very good communication and listening skills and are creative in how they extend children's imaginations during activities.

A good selection of play and learning resources are made easily accessible to children, enabling them to make free and independent choices with each area of children's learning well supported.

Children enjoy a range of small group activities in adjoining rooms. Interactive, planned use of educational computer software is effectively used by staff to promote different areas of learning. Some older children are also becoming quite skilled in manipulating the computer 'mouse' and also learn technical creativity as they experiment with 'paint' software programmes. More traditional forms of mark making are also enjoyed by children such as painting and drawing but resources need to better reflect the needs of younger children who are unable to manipulate fine pencils.

Children enjoy storytelling sessions in the comfortable reading area and effective use of props by some staff helps bring stories to life and adds to children's obvious enjoyment. Children concentrate well and show familiarity with storylines. They look at books independently and treat them with respect.

Children create some imaginative shapes from play dough and other materials. Wall displays indicate children enjoy a good range of activities incorporating problem solving and simple calculation such as the construction of simple wooden huts and height charts calculated by using large stacked Lego bricks.

Opportunities for children to extend their knowledge and understanding of the world have greatly improved since the last inspection. Children visit local outdoor food markets, learn how others worship by visiting the local mosque and have also been involved in a project where zoo staff bring small reptiles and insects to the nursery for children to examine and touch.

Outdoor play and exercise forms an important part of each child's day at the nursery. They enjoy free access to the safe very well equipped outdoor play area where they practise their climbing and balancing skills. Space is also effectively organised so that children may enjoy sand/water play, painting and playing musical instruments.

Through a good variety of activities and resources, children are learning about other cultures and people who are different from themselves. A diverse range of multi cultural groups visit the nursery to celebrate various festivals and children are also positively encouraged to celebrate their own backgrounds during Black History month.

Strong emphasis is placed on promoting children's personal, social and emotional development. Younger, less confident, children learn about the benefits of sharing through some planned group activities and if children appear troubled, they are gently encouraged to express their feelings in confidence with their key worker. The calm intervention of staff when some children's behaviour becomes difficult is effective. Children mostly respond well and with sensitive staff guidance are gradually learning to control their occasional more extreme emotions.

Children's overall good health is positively promoted. A clear sickness policy helps ensure the risk of infection and spreading of contagious illnesses are minimised. The procedure, however, for administering medication to children needs to be strengthened as records are not always consistently signed by parents.

Effective practical steps are taken if a child becomes unwell whilst at the nursery. They are closely monitored and comforted by staff who demonstrate a commitment to act in children's best interests. A valid first aid certificate is held by five staff which means the nursery is well prepared in the event of any emergency. Following earlier inspection recommendations, toilet facilities have been upgraded providing much improved hygiene standards.

Meals and snacks are quite nutritious and children are kept well hydrated during

the day with older children ably helping themselves from a nearby water cooler. Preferences for certain foods are respected and staff take effective precautions to protect children who may have allergies or specific cultural requirements.



## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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