

Surbiton Children's Centre Nursery

Inspection report for early years provision

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Inspector

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Surbiton Children's Centre Nursery provides out of school care for 49 weeks of the year and runs holiday play schemes in the school holidays for children in the local area. It uses all the rooms and outdoor areas of the school. The setting is open from 8am until 6pm and the out of school provision runs 8am to 8.30am, 11.30am to 12.30pm and 3.30pm to 6pm during term time. It runs a holiday playscheme from 10am until 1pm. The school runs a lunch club for part time nursery children. It can support children with special educational needs and/or disabilities and children who are learning English as an additional language. It works in partnership with several local primary schools. Five members of staff and additional lunchtime staff care for the children and all have National Vocational Qualification at level 3 childcare qualifications. There are places for 30 children in term time and 50 children during the holiday play schemes, some of whom receive funding for out of school care. There are 118 three and four-year-old children on roll in the school, all of whom receive funding for nursery education. The setting is registered on the Early Years Register and both parts of the Childcare Register. It works closely with the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Surbiton Children's Centre Nursery provides good before and after school care and a lunch club for children attending full time, morning or afternoon sessions in the Nursery. It also provides a holiday play scheme. The nursery is inclusive and supports all children well, including those who have special educational needs and/or disabilities or who are learning English as an additional language. The Manager and her team work extremely well to integrate this part of the children's day into the rest of their time at the nursery. The staff evaluate the activities they provide and their procedures extremely well, and identify steps they can take to make further improvements. As a result the nursery has an outstanding capacity to improve.

What steps need to be taken to improve provision further?

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

- provide opportunities for the children to make equally good progress in all areas of their learning and development, especially by widening opportunities for mathematical problem solving and writing

The effectiveness of leadership and management of the early years provision

The out of school care is well lead and managed and runs very smoothly. The team work closely together and are very experienced. Leaders up-date their skills

frequently, for example in safeguarding, first aid and food hygiene. The staff evaluate what they provide for the children through exceptionally rigorous monitoring and they are very determined to improve the outcomes and provision for the children, whilst ensuring they are happy and relaxed. Leaders have created a welcoming and homely atmosphere. The Headteacher and her team have identified and are working to widen links with the community, to improve the opportunities the children have for developing their problem solving skills and also to improve planning further so that it meets the needs of individual children better.

The out of school care has improved significantly since the last inspection report. For example, parents now know about the complaints procedure and good records are now kept when children have an accident so that parents are informed and the staff can judge whether most accidents are happening in any one place. Policies are reviewed very frequently. Information and assessments of the children are shared exceptionally well by all adults who work with them throughout the day so that the children are consistently well supported and all staff have the same detailed knowledge of each child.

Leaders promote equal opportunities exceptionally well and tackle discrimination, so that all children feel valued and included.

The children are safe because the staff are vigilant and follow good procedures. All staff are vetted appropriately and the premises are secure. Safeguarding procedures are good.' The Headteacher and her staff have developed exceptionally good partnerships with parents so that they are fully involved in their children's development. Parents are invited in to the nursery to see their children during the sessions, share special events and find out how well their children are doing and how to support their children at home. Parents value the way staff help children to make the transition to primary school by providing care through the holidays until the start of the school term.

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

All children make good progress because the provision is good. The staff know the children well and by observing them closely when they play the staff can judge their progress and ensure that they provide activities which will challenge them and help them to move on. They provide a wide range of activities although opportunities for children to develop their problem solving and writing skills are underdeveloped. 'Resources for children to develop their imagination are limited. The children play in a very exciting environment which includes appealing outdoor areas, which are safe and very well used. They have a wide range of toys, puzzles, games and books which they can choose from. There are good resources to help them develop their fine motor skills, for example by manipulating and constructing, and for developing their skills in using computers and musical instruments. Children learn to become independent. Overall, children thoroughly enjoy attending.

The children behave well and are keen to learn because the adults are good role models and they have high expectations of the children. They praise them for their achievements and encourage them to develop new skills by asking them questions.

The children understand the importance of a healthy lifestyle and can explain why they eat fruit and vegetables. Children enjoy growing vegetables to cook and eat. They enjoy a wide variety of healthy snacks. They know how to avoid infection, for example they can explain when and why they need to wash their hands. The staff are extremely sensitive to the cultural needs of families and encourage the children to develop respect for one another's differences. The children learn about traditions and special celebrations, for example at Divali.

The children enjoy visits to the local park and garden centre and also to a farm, staff provide activities which link to these well. Visitors such as the community police and fire fighters broaden the children's experiences and understanding of how to be safe. Visits, such as these provide good opportunities for them to learn new vocabulary and improve their speaking skills.

The children are very involved in planning their activities and they are given plenty of choice. Parents also make suggestions, for example if their children have shown a particular interest at home.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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