



# Camberwell Grove Earlys Years Centre

Inspection report for early years provision

**Unique Reference Number** 159951  
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**Inspector** Lorna Lorraine Hall

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**Registered person** Southwark After School Service  
**Type of inspection** Integrated  
**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

Camberwell Grove Early Years Centre is a Local Authority day-care facility, registered since October 1997. It operates from a purpose built nursery with areas for play outdoor. The nursery is located in Camberwell/Dulwich border. A maximum of 55 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00. All children share access to a secure enclosed outdoor play

area.

There are currently 50 children from 2 to under 5 years on roll. Of these 12 children receive funding for nursery education. Children come from the local area. The nursery supports children who have special educational needs and children who speak English as an additional language.

The nursery employs 12 members of staff, all of whom including the manager hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children enjoy activities that enable them to be in the fresh air and participate in physical activities which contribute to their well being and promote their physical development. For example, they have access to an enclosed outdoor concrete and grassed area with a variety of suitable climbing apparatus. Children learn to climb and balance on these equipments at their own pace. All the children are cared for in an environment which enables them to rest and be active according to their individual needs.

Children learn the importance of good hygiene through effective practices which are consistently carried out by staff. For example, children do not share personal belongings and staff have a good understanding of how to care for children who have allergies. To protect the health and safety of the children staff use disposable plastic gloves and aprons when dealing with accidents and when handling food.

Staff who work in the baby room work closely with parents to ensure, feeding, nappy and sleep routines are consistent with home routines. This ensures continuity of care and help the children to feel secure.

The required documentations are in place to record medical information in line with regulations. Staff have access to good written information provided by the local hospital on the administration of certain medication and their side effects. This promotes the children's well being and ensure they receive the correct dosage. As a safety measure parents receive clear information about the care of children who are ill and staff have a good understanding of communicable diseases that must be reported. This safeguards the children's welfare.

Staff record detailed information for children who present as being unwell. This information is updated regularly and shared with parents. This enables the children to obtain appropriate medical treatment if needed without delay.

Children benefit from a healthy diet. They enjoy wholesome nutritious meals which are freshly prepared on the premises. To ensure individual dietary needs are met, a list of the children's dietary needs is displayed in the kitchen. Older children have

access to drinking water throughout the day and younger children are regularly offered drinks to ensure that none remain thirsty.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Most of the children benefit from playing in a spacious well organised environment. This means they can move around safely and freely to independently access suitable learning resources, from tables, trays, shelves and boxes at their level. Babies are able to crawl and learn to walk in a safe and well organised environment. Children have access throughout the day to a wide range of quality toys and resources appropriate to their age and stage of development. Areas of learning are easily identified and well resourced to support learning.

Regular health and safety checks ensure areas used by the children are safe and a grounds person is employed to ensure the premises is well maintained. Some fire fighting equipment is installed however; only one smoke alarm is installed in the whole of the building. This compromises children's safety. Fire exits are clearly labelled, however the meeting point is not clearly displayed on the evacuation plan nor is the plan displayed in a prominent place. This compromises the safety of the children and cause delay in evacuating the building in an emergency. Staff are vigilant and make sure that items with small parts that could cause choking are not accessible to babies.

The premises are very secure and appropriate procedures are in place to prevent unauthorised persons gaining entry.

Children are well protected from possible signs of abuse or neglect because staff have attended training and show a good understanding of the procedures to follow with any child protection concerns. Staff receive clear information regarding the signs and symptoms of abuse. This promotes children's welfare.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children under three explore and experiment through a suitable range of appropriate learning activities which enable them to learn through play. There are good opportunities for children in the baby room to enjoy heuristic play on a wide scale. For example, they have regular access to a range of textured materials. This enables them to use their senses to interpret their experiences. The children enjoy looking at books and staff sustain their interest by engaging them in art activities focusing on favourite story books. This enables the children to revisit favourite stories in a meaningful way. Children in the baby room enjoy looking at books, for example they sit with a member of staff pointing to familiar animals and try to pronounce the names of the animals. This extends the children's vocabulary as they are learning new words.

Children are cared for in an environment where staff are effectively deployed to support their learning. Staff encourage the children to contribute to their play and maximise their enjoyment. The "Birth to three matters framework" is used as a guide to plan suitable activities for the children under three. Weekly focus activity plans for each aspect of the framework is supported by good written information so staff have a clear understanding of learning aims for each child.

The quality of teaching and learning is inadequate. Children do not make enough progress because staff have insecure knowledge of the Foundation Stage. Although staff record activities under each area of learning, daily activity plans are not completed until the end of the day. Assessments are not evaluated against the stepping stones and the early learning goals to clearly identify children's achievements and ensure that all aspects of learning are covered sufficiently to promote children's learning. The lack of evaluation means staff are unable to recognise where they are successful in promoting learning and where aspects require improvement. As a result, they do not provide a secure basis on which to plan the next steps in children's learning, and or a clear picture of progress to share with parents.

Children are independent. They see to their personal needs such as dressing and undressing, visiting the toilet and washing their hands, deciding when to have a drink or snack. They generally work well independently however, they are not developing good relationships with adults and other children. For example, children do not engage in meaningful play with each other. They do not understand the need to take turns and share or have a developing understanding of what is right and wrong. They have a disregard to staff's expectations for behaviour and show a lack of concern for others. Children's ability to concentrate is limited during large group activities such as during story time and tea time due to the poor organisation.

Children are keen to communicate with staff and their peers either through signs, gestures or talk and join in discussions. They recognise their first names and those of others within the group. Children understand that print carries meaning. For example, they enjoy handling books and read to themselves and one another. Some children are able to spell and write their names. However, they are not encouraged to notice the sound of letters or write for different purposes. Children benefit from good individual support to help them count beyond 10 and to recognise shapes, colours and sizes. Their understanding of numbers is reinforced as they take part in routine tasks such as laying the table for lunch. They confidently compare numbers during practical activities; however more able children are not encouraged to develop an understanding of addition and subtraction by combining two groups of objects.

Children have opportunities to learn about the world they live in; different cultures and beliefs through celebrating festivals. They learn about living things. For example, the life cycle of a caterpillar and how it develops into a beautiful butterfly. Children are not encouraged to explore and investigate everyday items and learn through practical play. They have limited access to information technology and show very little interest in the computer. Children are able to build and construct using a wide range of materials and tools. For example, they used recycled materials to make models of trees found in hot countries and are skilled at using different tools such as vice, hammer and drill at the woodwork station.

Children take part in daily outdoor physical activities where they are set challenges and staff are on hand to give support and encourage new skills such as balancing on stilts. They confidently use the climbing frame and ride wheeled toys skilfully around obstacles. Children know and enjoy familiar songs and rhymes. However, they have limited opportunities to explore sounds and rhythms. They enjoy dressing up in African and Indian clothes and imaginative play in the home corner.

### **Helping children make a positive contribution**

The provision is satisfactory.

Staff value the children as individuals and ensure all the children have equal access to play materials. The children engage in activities which enable them to learn about other cultures. For example, the celebration of festivals from around the world is a regular occurrence throughout the nursery.

The nursery currently supports a number of children with special educational needs. Although staff have received training and are aware of the Code of practice, the systems in place do not ensure that the children's individual needs are well planned for and met. For example, individual educational plans are incomplete and targets are not reviewed on a regular basis.

Children's behaviour is very poor. They are not developing an understanding of why, certain behaviours are not acceptable and have a total disregard for the behaviour boundaries within the nursery. The lack of consistent boundaries and consistency in the methods staff use to manage the children's behaviour has resulted in children not learning to take responsibility for their own behaviour and develop an awareness of the impact their negative words and actions have on others. Ineffective behaviour management strategies means that children are not learning to resolve their own differences, understand right from wrong and show concern for each other. For example, children call each other inappropriate names, deliberately hit others and throw toys at each other. Although there are several children who display challenging behaviour, observations do not reflect this. Therefore, staff are unable to plan effectively according to the children's individual needs. This negative approach does not foster children's spiritual, moral, social and cultural development.

Partnership with parents and carers is inadequate. Information on the curriculum for the Foundation Stage and how children will learn ensures parents understand that play has an important role in developing children's skills for the next stage of learning. However, parents' involvement with their children's learning is limited. Children do not benefit from a two way sharing of information between parents and staff to enhance their learning. Parents do not contribute to their child's assessments and are not involved in planning the next steps in their child's learning. This limits children's progress in the nursery and parents' ability to fully contribute to the setting.

### **Organisation**

The organisation is satisfactory.

Children under three benefit from an organised environment that enables them to participate in structured and free play several times during the session. Staff members are effectively deployed to support the children in their play and to ensure their individual needs are met. New members of staff must complete approved vetting procedures before they take up employment. Recruitment and induction procedures are carried out by Southwark Council Human Resources department. This ensures that staff are suitable to carry out their roles and responsibility.

Most of the documentation required for the safe and effective management of the nursery is in place and satisfactory contingency arrangements to cover staff absences. However, staff are not always vigilant to record the children's arrival and departure times. This compromises the children's safety.

Leadership and management is inadequate. Although management has successfully identified an area of improvement in the setting such as staff training for the Foundation Stage, they have not yet drawn up clear plans to ensure that those who work with children in receipt of funding for nursery education have sufficient knowledge of the curriculum guidance for the Foundation Stage to enable them to help all children achieve well. Recording systems are not systematic. Staff have very little useful information about children's achievements and are unaware of how well they promote positive outcomes for children and which areas require improvement. The lack of clear direction and monitoring of the teaching and learning means gaps in children's learning continues unnoticed.

The setting does not meet the needs of the range of children for whom they provide care.

### **Improvements since the last inspection**

At the last inspection the setting agreed to meet the following actions:- The management of children's behaviour, staff knowledge and understanding of the early learning goals and the assessments of children in order to plan for their next step of learning. Due to the lack of monitoring and evaluation of the nursery education, management are unaware of the gaps in the teaching and learning.

This means that the setting has made no progress in meeting the actions.

### **Complaints since the last inspection**

There has been no complaints made to Ofsted since 1 April 2004.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure adequate fire detection is installed and display the emergency evacuation procedures in a prominent place
- keep an accurate record of the children's arrival and departure times.

### The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- increase staff's knowledge of the Curriculum Guidance for the Foundation Stage to improve the quality of teaching and the children's learning
- improve partnership with parents to provide opportunities for them to contribute in the next steps in their child's learning
- introduce a rigorous system to monitor the quality of teaching so that areas of improvement identified are quickly addressed

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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