



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 159951

DfES Number: 590452

INSPECTION DETAILS

Inspection Date	25/06/2003
Inspector Name	Debra Davey

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Camberwell Grove Earlys Years Centre
Setting Address	195e Camberwell Grove Camberwell London SE5 8JU

REGISTERED PROVIDER DETAILS

Name	London Borough of Southwark
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ORGANISATION DETAILS

Name	London Borough of Southwark
Address	John Smith House, 144-152 Walworth Road London SE17 1JL

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Camberwell Grove Early Years Centre is a Local Authority daycare 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. It serves the local area.

The Centre is registered for 55 children aged under five years. There are currently 57 children on role. This includes 21 funded three year olds and 12 funded four year olds. Children attend full and part-time. The Centre supports children who have special needs and children who speak English as an additional language.

The Centre opens five days a week all year round. Opening hours are from 8am to 6pm.

There are twelve full time staff working with the children, all of whom have early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership. (EYDCP)

How good is the Day Care?

Camberwell Grove Early Years Centre provides satisfactory care for children under five years.

The setting is well equipped and staff have a variety of early years qualifications, which enables them to meet children's needs generally well. They work well together to create a warm, friendly environment that fosters children's awareness of diversity, and the inclusion of children who have special needs. Effective precautions are not always taken to promote safety and hygiene in the setting. Children are provided with healthy and nutritious meals.

Babies are cared for well. The effective key worker system enables staff to establish consistent and good relationships with babies and parents. There are a variety of creative activities for babies to explore both indoors and out. Babies' progress is

carefully recorded and appropriate plans are made for their development

Children aged two to three years benefit from consistent routines for sleeping, playing and eating. Staff work well as a team to plan activities and encourage them to learn. Staff are less secure in planning and carrying out assessments to support the learning and development of the children in the pre-school group. Observations are not used sufficiently to inform planning and provide consistent opportunities for children's learning. There are too few incidents of staff talking to children about what they are doing and asking questions to help children think. Staff do not always listen and show that they value what children say. The impact of this is that children skills are not sufficiently fostered and their learning extended. Children's behaviour is poorly managed.

There are clear policies and procedures for the running of the setting, although they are not regularly reviewed and updated. Record keeping is generally of good standard. There are good systems in place to ensure that staff and parents communicate about the needs of the child, review progress, and share views.

What has improved since the last inspection?

At the last inspection the provider agreed to carry out repairs to the premises. The work has been carried out to a satisfactory standard.

What is being done well?

- Provision for the babies and children under three years is good. Staff give good attention to meeting babies' individual care, and exchange information with parents. They plan activities well to enable babies and toddlers to develop.
- The nursery provides a selection of varied, nutritious meals, including foods from other countries.
- There is a strong emphasis on equal opportunities throughout the nursery. Children with special needs have additional staff support to help them take part in every day activities. The equal opportunities policy is well written, covers all aspects of the nursery's operation and is understood by the staff.
- The key work system and regular reviews ensure that there is good links between the setting and the home and that parents are kept informed about their child's progress.

What needs to be improved?

- staff support and interaction with children aged two years and over, to help them learn and develop from their play;
- standards of safety in the setting and practices to promote hygiene;
- the management of children's behaviour;

- recording of children's attendance and accidents to children on the premises.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

Std	Action	Date
6	conduct a risk assessment of the premises and take appropriate steps to ensure that hazards to children both inside and outside are minimised.	01/09/2003
11	take steps to ensure that staff manage children's behaviour in a way that promotes their welfare and development.	01/09/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	improve the system for recording the arrival and collection of children.
3	develop staff skills to support and interact appropriately with children.
4	ensure that the children's toilets are kept clean at all times and that the privacy of children is respected when they use the toilet.
6	make sure that a record of any accidents/incidents is kept and that the record is reviewed regularly to identify any trends or recurring causes of injuries.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The children at Camberwell Grove Early Years Centre make limited progress towards the early learning goals and the provision overall has significant weaknesses. Staff do not always manage children's behaviour or plan effectively for the next stage of their learning. Children's personal, social and emotional development has some significant weaknesses; children's poor interaction with each other often ends in conflict. Children's physical development is very good and children make good use of the equipment provided to develop their control and co-ordination.

The quality of teaching has some significant weaknesses. Staff are suitably qualified and some staff members have attended courses on the foundation stage and the early learning goals. However, in practice staff do not always interact with children effectively and there are too little opportunities in place to extend children's learning. Staff using "Macaton signing" to communicate with the children ensure that children have an equal access to all of the activities.

The assessment systems that are in place are ineffective in part and some children are not progressing through the stepping-stones, as well as they should be. Some staff demonstrate very little understanding on how to extend children's learning and plan for the next stage of learning.

There are significant weaknesses in the leadership and management within the centre. Management have a very good vision on how children should be learning and how children should be progressing towards the early learning goals. However, in practice this does not happen, which leads to children making very limited progress and staff not setting sufficient challenges for the children.

The partnership with parents is very good. Parents are encouraged to be involved in activities within the Centre. Staff regularly meet with parents and some parents contribute to their child's profiles.

What is being done well?

- The programme for physical development is very good. Children make good use of the large and small equipment available, to develop their large and small muscles.
- The relationship with parents is positive. Parents are welcomed into the Centre and there are good links between the Centre and home.

What needs to be improved?

- The management of children's behaviour and children being equipped with negotiation skills.
- Staff's knowledge and understanding of the early learning goals.
- The assessing of children, in order to plan for their next stage of learning.
- The monitoring and evaluating of the educational programme.

What has improved since the last inspection?

The setting has made limited progress since the last inspection, children do not get many opportunities to learn the sounds of letters and are not encourage to read books independently. Plans do not always state how activities will be extended for children with special educational needs. There has been very good progress made in children's physical development and children are able to use the equipment confidently.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children make limited progress in personal, social and emotional development. Children behave very poorly and are not made aware of their words and actions and the impact that this have on others. There are too few opportunities made available for children to develop their independence. When working by themselves children work well and are interested in the subject matter.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children make limited progress in communication, language and literacy. They are not always encouraged to practice writing for a purpose. Children do not get many opportunities to link sounds to letters. Some children when prompted write recognisable letters and understand that print carries meaning.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in mathematical development. They are able to solve practical problems through activities and design a range of patterns. They do not extend their grasp of addition and subtraction within practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children make limited progress in knowledge and understanding of the world. They have little experience of the technology resources that are available. Their understanding of the natural world is not given careful attention and spontaneous opportunities for children to learn are not taken advantage of. Some children speak confidently about where they live and the different types of transport that they have been on.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in physical development. They are able to handle tools appropriately. They handle small and large equipment with ease and move confidently around the setting.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in creative development. They use their imagination in role-play situations to make up stories. They create tuneful rhymes and songs. They are given too few opportunities to discuss what they see, hear, smell, taste, touch and feel.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure that staff understand how to manage children's behaviour and children have the skills to negotiate with each other.
- securely evaluate and monitor the educational programme for children and develop staff's knowledge and understanding of the early learning goals.
- continue to develop assessment so that it is completed systematically for all six areas of learning. Use the information provided to identify individual needs and what children need to learn next.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.