



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 107458

DfES Number: 550089

INSPECTION DETAILS

Inspection Date	13/04/2004
Inspector Name	Alison Joan Wadley

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	SRC Community Nursery
Setting Address	1 Gaza Street Kennington London SE17 3RJ

REGISTERED PROVIDER DETAILS

Name	The Committee of S R C Nursery
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ORGANISATION DETAILS

Name	S R C Nursery
Address	1 Gaza Street Kennington London SE17 3RJ

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

SRC is a community nursery, formerly Sumner Road Chapel Community Nursery is situated in an inner city area close to central London. It first opened in March 1988. The nursery is registered for 69 children aged 0 to 5 years. It is run by a management committee, mainly consisting of past and present parents. It operates from premises that has been specifically modified and has specialist rooms such as the soft play area and a sensory room.

Part of the nursery's role is to provide childcare for parents involved in training initiatives. Children attending reflect the diversity of the local community.

There are currently 62 children on roll, 23 are three-year-olds and 5 are four-year-olds. 18 of the three-year-olds and 5 of the four-year olds currently receive Nursery Education Grant. 9 three-year-olds and 2 four-year-olds have English as an additional language. There are no funded children attending who have been identified as having special educational needs. The nursery is open 8.30am-5.30pm Monday to Friday. There is a team of twenty-four staff, including a manager, deputy, nursery practitioners and nursery assistants. Most of the staff hold or are working towards qualifications in childcare. The nursery receives support from the Early Years Department.

How good is the Day Care?

SRC Community Nursery provides good care for children aged 0-8 years old.

The nursery is well established and policies and procedures well organised. Staff hold appropriate qualifications and have good opportunities to access training to support The National Standards. They work well as a team, sharing their experience and skills, but there is not always ample opportunity for staff to meet and discuss children's potential. Children progress well in most areas despite this, but there are some missed opportunities, for example in planning and structure of the outside area.

Provision for babies and toddlers is very good and staff plan a good range of activities with success and which cater for children's interests and abilities. The babies have particularly good opportunities to explore sensory experiences and build supportive relationships with staff. Staff interact well with the older children creating an environment where learning is well supported through interesting and often self initiated play situations. As a result the children excel in confidence and independence.

Staff give good attention to children's wellbeing both inside and outside of the nursery and regular risk assessments ensure the building is secure and meets safety requirements. They demonstrate a good understanding of child protection issues and confidence in recording and monitoring issues. However the nursery currently has no policy to oversee physical restraint should this be needed.

Staff have established a good working partnership with parents and they get to know children and their families well. Regular meetings and a two way exchange of information supports this well and encourages parents to be involved in their child's learning. This together with an effective key working system helps staff to treat children as individuals and cater for their individual background, language and culture.

What has improved since the last inspection?

Improvements at the nursery since the last inspection have been very good overall. Staff files are now available at nursery and up to date. The nursery has supplied additional soft furnishings for the younger age group and this has a positive effect on children's comfort when at nursery. Children's ages now reflect those stated on the certificate and the nursery is now well staffed and ratios suitably maintained. Children's registration documents now include information about other languages spoken at home and observation sheets now used are, for the most part, helpful in supporting individual needs.

What is being done well?

- The nursery is well established and clear policies and procedures underpin the day to day running with success. This is further supported by the nurseries quality assurance work and regular training initiatives.
- Staff interact well with the toddlers and older children, creating an environment which supports learning through interesting play situations. As a result children demonstrate confidence and increasing independence.
- there are comprehensive policies for all safety issues and staff give priority to children's wellbeing both inside and outside of the nursery.
- Provision for the babies is very good. Staff give excellent attention to meeting babies individual needs for eating and sleeping and to exchanging information with parents. They plan activities well to give babies interesting sensory experiences.

What needs to be improved?

- staff planning and support to ensure children meet their fullest potential, particularly when outside and using physical resources.
- the implementation of a procedure for physical restraint which is understood by all staff.

Outcome of the inspection

Good

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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
11	devise and implement a system to record any incident of physical restraint.

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

How effective is the nursery education?

The children at SRC Community Nursery are making very good progress overall towards the early learning goals.

The leadership and management of the nursery is very good overall and staff work well as a team implementing the foundation stage. They receive regular training and share their skills and experience informally and for the most part to good effect, in bringing forward children's learning. The settings ability to monitor and evaluate the provision for nursery education is generally good and managers clearly identify and address areas of weakness in the curriculum but there is some potential lost in children's physical development. This is as a result of irregular meetings between staff and staff and managers to ensure overall consistency in some aspects of this learning area.

Despite this the quality of teaching is very good overall and plans well matched overall to children's age and stage of development. Staff clearly understand the foundation to learning through play. They provide an environment which encourages choice and independence balanced with structured sessions and well supported play activities. They question children appropriately and use knowledge, gained through assessment to build on what children know and can already do in most areas. As a result both the 3 and 4 year olds are enthusiastic about learning and often initiate their own learning by being allowed to extend their interests in a given task. Staff support children who may be identified as having special needs or for whom English is an additional language well, and individual plans in consultation with parents and outside professionals have a positive impact on children's learning.

The nursery gives priority to working with parents and carers and encourages them to be involved in their child's learning. Progress is regularly fed back and the key working system supports staff in getting to know children and their families well.

What is being done well?

- Staff clearly understand the foundation to learning through play. They provide an environment which encourages choice and independence balanced with structured sessions and well supported play activities.
- Staff give good support to children who may be identified as having special needs or for whom English is an additional language. This aim is underpinned through effective individual plans in consultation with parents and outside professionals and has a positive impact on children's learning.
- Teaching particularly in communication, language and literacy is successful in meeting and stretching children's potential particularly in communication, enjoyment of books and early writing opportunities for a variety of purposes.

What needs to be improved?
<ul style="list-style-type: none">● planning and evaluation to ensure all children reach their fullest potential in the area of physical development.

What has improved since the last inspection?
Improvements since the last inspection have been very good overall. The programme for communication, language and literacy is very good and children play in an environment which is rich in early writing opportunities, books and communication. They demonstrate confidence in using tools to paint and begin to form purposeful marks. Older children, in particular have good opportunities to understand books and text and many are beginning to write their own names and labels around the room. Staff, for the most part use assessment of children's abilities well, however the area of physical development continues to be an area where not all children's potential is fully realised.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. They show increasing independence in selecting and carrying out activities and often initiate their own learning and interests. They talk freely about their home and community and have an increasing awareness of their own and others needs. Children behave well and concentration levels are good. They form good relationships with adults and peers and respond well to significant experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. Children listen with enjoyment to a range of stories and discussions and show an increasing vocabulary. They use talk in imaginary situations and increasingly to organise, sequence and clarify their ideas. Children demonstrate a growing enjoyment of books. They are learning to recognise rhymes well and that print carries meaning. They are becoming confident using tools and early writing skills for a range of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematics is very good. They demonstrate an increasing ability to problem solve using concentrated efforts to identify the properties of shape, balance and buoyancy for example. They enjoy rhymes and the sequence of stories and events and are increasingly able to match and make patterns in relation to colour and form. Children show curiosity about numbers and often count. They are beginning to record and calculate in relation to height and length when exploring objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children show interest in the world in which they live and are beginning to ask worthwhile questions and identify features which are important to them. They are increasingly aware of other cultures and religions. Children explore and investigate objects and materials, often building interesting models and pictures which explain their new found knowledge. They make good use of technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. Children move freely with increasing confidence and handle tools and equipment with safety and increasing control to support activities such as drawing and cutting. The children demonstrate good levels of coordination in manoeuvring vehicles in the garden and they construct models with growing precision. There is little structure to their large physical play resulting in some lost potential in this area.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children's progress in creative development is very good. The children respond well to a varied and sensory environment. They join in with singing and dancing, play out imaginative stories and paint and create models to express their feelings and ideas. Children have good opportunities to explore colour and sound making equipment, to taste and feel and this is supported well by the nursery's sensory room.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- develop planning for physical play to ensure staff know what they want children to learn and provide children with appropriate challenge.

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.