



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 144706

DfES Number: 525441

INSPECTION DETAILS

Inspection Date	12/05/2004
Inspector Name	Jane Steventon

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Ruskin House
Setting Address	48 Herne Hill London SE24 9QP

REGISTERED PROVIDER DETAILS

Name	Mrs Dawn Keenan
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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

Ruskin House Nursery School is a private nursery situated in a residential area in Herne Hill. It operates from a double fronted semi detached house which comprises of 3 play rooms on the ground floor and 4 open planned classrooms on the first floor. Each floor has their own toilet and washing facilities. The kitchen, office and staff room are on the second floor. There is a secure outdoor play area.

There are currently 59 children aged from three months to five years on roll. this includes 17 funded three year olds and 6 funded four year olds. Children attend for a variety of sessions. The nursery currently supports a numbers of children who speak English as an additional language.

The nursery opens Monday to Friday all year round excluding bank holidays and one weeks closure at Christmas. Sessions are from 07:00 until 19:00.

19 members of staff work with the children. Over half the staff have Early Years qualifications to Level 2 or 3. Eight staff are currently working towards a recognised early years qualification. The nursery receives support from a mentor from the Early Years Development and Childcare Partnership.

The nursery receives funding for 3 and 4 year olds.

How good is the Day Care?

Ruskin House Nursery School provides satisfactory care for children. The nursery provides a warm, welcoming and interesting environment for children. There is a range of qualification and experience within the staff team. Clear and comprehensive policies and procedures are provided which give good information to parents and guidance for staff although some lack the necessary detail. Updated information on child protection was not in place. The necessary written records are maintained.

There are good policies and procedures relating to health and safety, which are implemented well by staff. Staff are well deployed and clear about their roles.

Space in the nursery is well organised and children are grouped according to age and stage of development. A good range of toys, play materials, equipment and activities are planned and provided, according to children's developmental needs. Some play equipment is easily accessible to children encouraging them to explore and make choices about their play. Children behave and socialise well and are familiar with the nursery routine.

Staff interact well with children, they are familiar with children's individual personalities and needs. They are affectionate with children, talk continually to them and ask questions to extend children's language. A calm and caring environment is provided for young babies. The nursery was not adhering to the number of children under the age of two as stated on their registration certificate at the time of the Inspection. This impacted on the space available for children in the 1 year to 18 months room.

The nursery provides a flexible service and aims to have good relationships with parents. There are systems in place to share information with parents on their child's progress both on a daily and longer term basis.

What has improved since the last inspection?

Most of the actions set during the last inspection have been completed or are in the process of being completed.

What is being done well?

- The nursery environment is warm and welcoming, space is well organised and used to meet children's needs. Children are well supervised in the nursery and when on outings and playing in the outside area.
- Staff interact well with children, they are warm, affectionate and knowledgeable about individual needs and personalities. They talk continually to children, ask questions and encourage politeness and consideration for each other.
- A stimulating range of activities and play equipment is planned and provided according to children's age and stage of development, this encourages children to make decisions and explore their environment.
- Staff are well deployed meaning that children are well supervised inside the nursery, during outdoor play and on outings. A clear Health and Safety policy is in place providing information for staff and parents and good security arrangements are in place meaning that only parents and visitors known to staff are admitted to the building.

What needs to be improved?

- adhering to conditions of registration: reduction in numbers of children aged 0-2 years so that nursery adheres to details stated on registration certificate.

- information: to ensure safe procedure detailing how swimming activity is organised and managed is in place.
- training and information: to ensure procedure for dealing with allegations against staff includes possible action or procedure that may be followed. Updated child protection information to be obtained and nominated member of staff to attend specialised training in child protection.
- information: to ensure uncollected child policy states procedure that will be followed if parents do not arrive to collect child.

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
2	make sure that numbers and ages of children as detailed on registration certificate are adhered to at all times.	11/05/2004

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

Std	Recommendation
6	produce written procedure detailing how swimming activity is managed and organised.
13	obtain a copy of 'What to do if you're worried a child is being abused' and make sure designated person responsible for child protection attends specialised training.
13	make sure procedure for dealing with allegations against staff includes action and procedure that may be followed.
14	make sure uncollected child policy states action that might be taken if child is not collected.

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

How effective is the nursery education?

Ruskin House Nursery School provides children with generally good care in a warm, stimulating and caring environment. Children make generally good progress towards the early learning goals in personal, social and emotional, mathematics, knowledge and understanding of the world, creative and physical development. They are making very good progress in communication, language and literacy. There are appropriate systems in place to identify and meet the needs of children with special needs and English as an additional language.

The quality of teaching is generally good. Staff have a good understanding of the early learning goals. Long and short term plans are used well to support children's learning. Staff interact well with children. They encourage language development by continually talking to children and asking questions. Staff manage children's behaviour very well, they are good role models and praise children's achievements. Children are able to make choices about the activities they do during free play sessions, other sessions are more formally organised. There are few opportunities for children to explore natural objects and materials and handle malleable objects. Some group activities include the whole group and do not always hold the younger children's attention. The assessment of children's development and progress is generally good.

Leadership and management is generally good. Good systems are in place to induct and support staff through supervision, staff meetings and training. Clear and comprehensive written policies and procedures are in place. The system for monitoring and evaluating the programme and teaching is not sufficiently developed to improve identified areas of weakness.

Partnership with parents is very good. Parents are informed regularly about their child's progress and the activities and curriculum that are being provided.

What is being done well?

- Children's development in communication, language and literacy is very good. Children are developing and gaining confidence through a range of interesting activities and stimulating environment.
- Staff are calm, caring and consistent with children. They manage children's behaviour well and encourage politeness. They encourage children's language through: asking questions; listening and encouraging participation in general discussion and at story time.

What needs to be improved?

- Opportunities for children to explore and handle natural materials and handle malleable materials such as clay and play dough.
- how children are grouped to ensure that all children's needs are being met.

What has improved since the last inspection?

Planning: long and medium term plans have been developed to provide more detail about topics and themes. Plans are discussed at staff meetings, adults are clear about their roles, although this is not included in planning.

Assessment and record keeping: the nursery are continuing to develop their assessment and method for recording individual children's development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing good personal independence when selecting materials and using toilet and washing facilities. They are happy and sociable and engage in meaningful play with each other. They understand the need to take turns and share and are developing an understanding of what is right and wrong. Children behave well, they are interested in activities, and enjoy story and circle time. Some younger children were not able to concentrate during the whole of circle time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children understand that print carries meaning through using names and labels. Older children can recognise and write their own names, younger children are forming recognisable letters and making word patterns. Older children are articulate and confident when speaking in a familiar group. Younger children often watch the older ones and are gaining confidence in speaking. Children enjoy and participate in story and singing time.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count and recognise numbers in familiar context, they add and subtract through counting rhymes and enjoy the counting backwards activity for rocket blast off. They are developing practical problem solving for example when completing puzzles and during construction play. However, staff sometimes miss opportunities to develop simple problem solving in everyday activities. They are able to compare size and shape.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are learning about the world they live in and different cultures by learning about different celebrations like Anzac day and Japan's children's day. Opportunities to explore living things are provided through outdoor play and on trips to the park. Although children are able to build and construct, using a range of materials such as sand, lego, junk and wooden bricks, there are limited opportunities for them to handle and explore a range of natural objects.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident when using large and small equipment, such as bikes, pencils and cutlery. They show an awareness of space around them indoors, moving confidently between tables and around the rooms. Outside they ride bikes and run without bumping into each other. They are gaining awareness of what happens to their bodies when they get hot. There are few opportunities for children to handle and explore malleable materials such as clay and play dough.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have opportunities to explore colour, shape, space and form in two and three dimensions. There are limited opportunities to explore texture. They respond with interest to what they see and hear. Children know and enjoy singing familiar songs and rhymes. Opportunities are provided to explore music, dance and movement through a weekly music and movement session. Children use their imagination during outdoor play and free play sessions.	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- increase opportunities for children to handle and explore a range of textures, malleable and natural materials.
- improve organisation to ensure all children's needs are being met during circle and group time.

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.