



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 159949

DfES Number:

INSPECTION DETAILS

Inspection Date	16/10/2003
Inspector Name	Debra Davey

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care
Setting Name	Bosco Centre
Setting Address	281 Jamaica Road Rotherhithe London

REGISTERED PROVIDER DETAILS

Name	Bosco Centre 1046305
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ORGANISATION DETAILS

Name	Bosco Centre
Address	281 Jamaica Road Rotherhithe London SE16 4RS

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

The Bosco Centre Nursery opened in 1987. It operates from one classroom on the ground floor of Bosco Community Centre. It serves the local area.

There are currently 11 children from 3-5 years on role. This includes 4 funded 3 year olds and 5 funded 4 years olds. Children attend all day. The setting has experience of supporting children with special educational needs. There are no children currently attending who speak English as an additional language.

The nursery opens Monday-Friday all year round. Sessions are from 9am-3pm.

Three full time staff work directly with the children. They have recognised Early Years qualifications. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Bosco provides satisfactory care for children.

There are procedures in place to ensure that staff have a consistent approach to their work such as regular staff meeting and induction training. Staff are caring towards the children and activities provided help children learn in a fun and creative way. Staff working with the older children have secure knowledge of how children learn and the quality of teaching is a strength of the nursery. Staff have experience of caring for children with special needs.

The premises are clean and well maintained and there are good systems in place to ensure that staff are made aware of health and safety requirements. However, at the time of the inspection the access to the building was not sufficiently managed to ensure that children are safe. Staff are active in promoting good health and hygiene in the nursery and children are aware of good hygiene habits such as hand washing before meals. Children who attend all day have a packed lunch provided by their parents.

Children respond well to the sensitive support and encouragement of staff and children's behaviour is good.

The partnerships with parents and carers is good overall and parents are well informed through newsletter, child progress records and displays. However, some parents have expressed their wish for more opportunities to discuss their child's progress with staff. Procedures

What has improved since the last inspection?

At the last Children Act inspection the provider agreed the following-

To ensure that children are cared for in a group size of not more than 26 children

To ensure that there is a policy in place about the exclusion of children who are ill

To ensure that there is a system in place for recording the departure time of children

Record incidents involving physical intervention to manage children's behaviour

Ensure that all daily records are retained for two years

Ensure that there is a policy in place regarding the administration of medication.

Ensure that all committee members have had proper checks according to Schedule 9a of the Children Act 1989.

All above agreed actions had been met satisfactorily by the time of this inspection.

What is being done well?

- Teaching is a strength of the nursery. Staff are trained and experienced, provide good role models and actively engage in children's play. The quality of provision is good overall and children are stimulated, well cared for and appear happy. The staff child ratios at present are good.
- The nursery has a strong ethos of inclusion which is actively promoted by staff. This is reflected in the curriculum plans and the support given to children with special needs.
- The staff seek to promote good relationships with parents by providing a warm welcome and good quality information.

What needs to be improved?

- arrangements for notifying Ofsted of changes to the provision
- the security and access to the premises to ensure that children are safe at all times.
- the complaints procedure and arrangements for sharing records with parents

to keep them well informed of their child's development

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
1	Make sure that Ofsted is informed of all changes to the provision.	31/10/2003

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

Std	Recommendation
6	Make sure that the premises are secure and that children are unable to leave them unsupervised.
12	Update complaints procedure to include details of how to approach Ofsted directly.
12	Evaluate and improve arrangements for sharing records with parents to keep them well informed of their child's development.

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

How effective is the nursery education?

Bosco offers generally good quality nursery education where children enjoy learning through a wide range of interesting activities. Effective teaching helps children make generally good progress towards the early learning goals. They make very good progress in personal social and emotional development, maths and language skills.

Teaching is generally good. The key strengths in personal, social and emotional development and communication skills are due to the skilful interaction of the staff in engaging children in conversations and fostering their self esteem. Staff know children well and are able to build on what children know and can do. Staff's sound knowledge of the foundation stage enables them to plan an interesting and appropriate range of practical activities, although there are too few planned opportunities for children's learning in aspects of knowledge and understanding of the world and physical development. Staff have experience of supporting children with special educational needs and there are effective systems in place to provide good support.

Leadership and management are generally good and the three staff members form a committed team, who perform well. The nursery's ability to monitor and evaluate the provision for nursery education is generally good and this is reflected in recent improvements to the premises.

The partnership with parents and carers is generally good. Parents are well informed about the nursery activities and the six areas of learning through newsletters and displays, child profiles and progress to school reports. However, the nursery does not currently provide formal opportunities for parents to discuss their child's progress with staff either in the form of parent's evening or reviews.

What is being done well?

- The harmonious and nurturing environment that the staff create enables children to be happy and confident learners who form caring relationships with each other and the staff.
- Children's personal social and emotional development, maths and language development are very good. Staff plan and provide a range of interesting practical activities and they skilfully engage in children's play and conversations, helping them to think and express their ideas and thoughts.
- There are effective systems in place to support children who have special needs.
- The leadership of the setting supports a shared ethos of good early years principals within a community environment. There is commitment to ongoing improvement of the provision.

What needs to be improved?

- opportunities for children to develop knowledge of other cultures and beliefs.
- opportunities for children to use a range of tools and materials to design, build and construct.

What has improved since the last inspection?

Improvements since last inspection have been generally good. Staff have developed secure methods to ensure that the teaching of older and more able children in maths is now very good.

They have improved the accessibility of technology for children who now use the equipment, such as the computer and tapes recorders with confidence.

Staff have improved methods of communication with the children to ensure that they are now making very good progress both verbally and in writing. Staff ask open ended questions to encourage children to think.

The methods of assessment of children's learning has improved to ensure that information gathered about children's progress is used to inform planning. The use of evaluation of children's progress to improve the information for parents and enable them to support their children's learning further at home is yet to be introduced.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development in a child centred environment where children are confident learners, form strong friendships and treat one another with care and respect.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children make very good progress in communication, language and literacy. They communicate well and are supported by a range of purposeful activities which encourage them to think through and communicate ideas. Staff use phonics consistently to help children understand the sounds that letters make.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in mathematical development using a range of cross curricular activities which strengthen their ability to problem solve and consolidate ideas about number operations, quantity and space.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in knowledge and understanding of the world through planned projects and spontaneous activities to stimulate their interests and develop their understanding of the natural world. However, there are too few opportunities for children learn about the cultures and beliefs of other people.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in physical development using a range of challenging equipment to develop their large motor skills. However, there are too few opportunities for children to develop their skills using tool and materials to design, build and construct.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children make very good progress in creative development and are able to express themselves through a range of mixed media and sensory activities. Planned activities are age appropriate and reflects the children's interests.

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

- Evaluate and improve opportunities for children to learn about other cultures and beliefs and, to develop their skills using tool and materials to design, build and construct.

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.