

Peckham Rye Day Nursery

Inspection report for early years provision

Unique reference number EY283916
Inspection date 13/09/2010
Inspector Linda Nicholls

Setting address 24 Waveney Avenue, Peckham Rye, London, SE15 3UE

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Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Peckham Rye Day Nursery was registered in 2004. It is owned and managed by the Asquith Court Nurseries Limited group. Registration is for the Early Years Register and both parts of the Childcare Register. Registration does not include overnight care. The nursery has four play rooms and a large outdoor area within which is a designated play area for children aged from three months to 14 months. Registration is for a maximum of 72 children in the early years age range, of whom 32 may be under two years. There are currently 101 children on roll, of whom 48 are under two years. Shutting only for bank holidays and the Christmas period, the nursery receives the nursery education grant for the Early Years Foundation Stage. There are 25 permanent members of staff, 21 have a recognised early years qualification, one holds a degree in Education and Theology, another holds a foundation degree and a further staff member holds Early Years Professional Status. Two members are working towards National Vocational Qualification at level 4. Opening hours are from 7.30am to 6.30pm Monday to Friday throughout the year. The nursery supports children with special educational needs and/or physical disabilities and work closely with the Southwark Early Years Partnership Team.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery combines excellent reflective practice with a dynamic team spirit to drive continuous improvement in the welfare, learning and development outcomes for children. The four Early Years Foundation Stage principles are at the centre of a flexible, constructive and visionary management structure. Comprehensive and highly effective systems build and track children's steady and unique progress towards the early learning goals. Children are respected and valued as individuals. A happy, joyful atmosphere that acts as a foundation to children's well-being and rapid development is provided by caring and committed adults.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing links with other practitioners and settings to support transition, both between settings and between setting and school, so that individual continuity of care and learning is extended and children can progress at their own pace.

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. A full and professional audit of safety and child protection processes has been undertaken. Child protection procedures are fully understood by all via a thorough induction so potential delay is avoided. Staff know what to record and who to report to, should they have any concerns for children in their care. Training and procedures reflect current Local Safeguarding Child Board practice. Children benefit from well-managed resources including ongoing training and appraisal programmes for all members of staff. The layout of the nursery, both play rooms and newly refurbished gardens provides children with a stimulating environment where well-used toys and play materials support and strongly encourage independence. Storage systems are easily accessible to children from open shelving and free standing storage boxes. Effective risk assessments are dated, including those for occasional outings in the locality. Daily visual checks are made in each room and security processes are thorough. Welfare requirements are consistently applied with constant and close supervision by caring staff so children's well-being is fully promoted. An emergency exit procedure is displayed and practised ensuring all children are aware of what to do should an emergency arise.

Members of the staff team work closely together to ensure the nursery's procedures are understood and implemented. Clear aims and priorities for development are supported by resourceful staff who recognise the importance of reflective practice and focused general planning. Steps taken since the last inspection to improve the provision are recognised as having a substantial and beneficial impact on all who attend, in particular, the maintained ratios and space requirements with particular reference to the upper group room ensuring children play safely. The nursery has also made better use of information gained from observing children to plan for individual interests and abilities. It provides challenge for children in mathematical and physical skills by observing what the children know and can already do so that they progress at their own pace. The methods of recording children's progress, planning and ongoing review of policies and procedures have been developed and reflect high standards of both room and nursery management. Regular team meetings are used to build confidence in new systems of working. There is a close partnership with local authority professionals who provide support and advice for management and staff. However, the management recognise that links with other providers of the Early Years Foundation Stage are an area they wish to develop. An inclusive self-evaluation process has been initiated to encourage parents and children to comment on how well the nursery meets their needs and expectations. Equality and diversity are promoted with resources and celebrations such as annual festivals and special events. Children learn to respect and value their own cultures, as well of those of the children they know and meet daily. There are posters and signs displayed showing other methods of communication, including signing to benefit pre-verbal children. All children benefit from clear assessments of their individual needs by experienced and trained staff. Specific support and specialist care from the local authority is welcomed into the nursery to ensure inclusion for all.

The partnership with parents and carers is considered and fruitful. Parents take advantage of the open door policy to discuss their specific requirements. They praise the managers and staff for their flexibility, understanding and caring attitudes. There is 'a real sense of teamwork' says one parent, the nursery is 'a flagship' says a local community forum. Notice boards, brightly coloured education displays and clear individual learning records inform parents of children's achievements and experiences. Parents are invited to contribute their skills to extend children's learning through play at home.

The quality and standards of the early years provision and outcomes for children

Unique learning records are clearly and simply presented identifying children's steady progress towards the early learning goals. Parents are encouraged to record or inform key personnel of their child's experience away from the nursery. Recorded starting points provided by parents act as a foundation for future learning. Assessment and planning identify next steps to learning that build from informal jottings to formal achievement reports in individual learning journals.

Children are animated, happy and express a dynamic enjoyment during their time at the nursery. They show they feel safe by their exuberance and active capacity for independent learning. Children are purposeful and fully occupied during their play. They use their imaginations as they build from construction resources such as plastic crates, tyres and planks. They are absorbed during craft activities, layering paint or cutting pictures from magazines. They proudly show their work to adults around the room and know their work is valued because it is displayed and photographed for future records. Children experience a variety of textures, handling fabrics and a range of smooth and laminated papers. Babies practise and consolidate balance and walking skills with expert staff providing discrete support and direction. They use a variety of tools, such as pencils, brushes, glue sticks and scissors. They are focused and concentrate as they make complex, map-like patterns on the chalkboard in the garden. Children gain confidence from consistent, familiar adults who praise their attempts and achievements as they gain pencil control or recognise and name numbers during their play. Some write their names competently. They are confident and readily engage adults to join them in their play or responding to questions as to their likes and dislikes. They listen to and join in with familiar nursery rhymes that reinforce number or sounds and listen closely to adults who sing songs to music from other parts of the world. Children examine books independently. They competently identify characters and actions as they look at illustrations in books. Adults encourage children to describe what they know so helping consolidation of information. For example, they watch the ball and the plastic fruit roll down the slanted guttering and understand the ball rolls smoothly while the plastic fruit does not. Children have a rapidly growing knowledge of how things work and the skills they will need in the future. They develop knowledge and understanding of the world as they explore keypads or interactive resources. They are patient and take turns with resources during both inside and outside play because adults reinforce sharing with well-deserved praise. They problem-solve and self-challenge as they climb through and over the large

outside play equipment, swing on the rope or hold on to the edges of the parachute as they bounce the ball together.

Children understand how to keep themselves safe and demonstrate a strong sense of self-reliance. They build secure relationships with adults and children they know well. They know to wash their hands after messy play and before eating food to prevent the spread of possible infection. The oldest children independently access the outside play area to take advantage of the superb outdoor equipment and engaging outdoor book area. They show delight when they find a ladybird and let it crawl on their hands. Children support and care for each other, they sit sociably together and chat to each other as they tuck into healthy freshly cooked meals. The nursery works closely with parents to meet cultural and individual preferences and medical requirements. Older children are encouraged to make a positive contribution to lunchtime by helping lay the table cutlery and serving themselves and each other.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met