

Camberwell Grove Early Years Centre

Inspection report for early years provision

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Inspector

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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

Camberwell Grove Early Years Centre has been registered since 1997 and is run by the local authority. It operates from a purpose built single story premises with enclosed outdoor play areas. The nursery is located in the Camberwell/Dulwich border of the London borough of Southwark and is part of the children's centre which is led overall by the governing body of Dog Kennel Hill School.

The nursery is registered on the Early Years register and on both the compulsory and voluntary parts of the Childcare Register to provide care for 55 children under eight years, of these 55 maybe in the early years age range. There are currently 69 children on roll in the early years age range. The nursery offers places to children on a full and part-time basis. They currently support four children who have special educational needs and/or disabilities and 17 children who are learning English as an additional language. The Centre opens from Monday to Friday, all year round. Opening hours are from 8am to 6pm.

There is a team of 21 staff, of these 16 staff work directly with the children, 15 staff hold relevant qualifications ranging between NVQ level 2, level 3 and an early years degree and one staff member is working towards gaining a recognised childcare qualification. The setting is also supported by four staff that are employed via an agency.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good systems are in place to ensure the needs of all children in the Early Years Foundation Stage are met effectively with some outstanding aspects of leadership and management that successfully promote safeguarding, equality and partnership working with other professionals and parents; this enables children to feel safe. Staff implement a broad range of policies and procedures that help safeguard children and promote their welfare. The capacity to maintain continuous improvement is strong as staff show a clear understanding of their service and take positive steps to promote improvement and consistency of care.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the methods of evaluation to ensure the action taken to reduce any identified risks is tracked effectively, in this case, the exposed plasterwork throughout the premises.

The effectiveness of leadership and management of the early years provision

Excellent systems are in place to help safeguard children and promote their welfare. Staff have attended relevant training and know what to do if they are concerned about children's welfare. Robust systems are in place to ensure the ongoing suitability of staff to work with children, such as vetting checks and thorough systems of induction and appraisal. In addition, information from other agencies is used to support the appraisal and demonstrate effective partnership working. Children's welfare is also safeguarded as all required documentation is used and retained appropriately, ensuring clear records are available to show the attendance of children, staff and visitors along with records of any accidents or medication administered. Thorough risk assessments are conducted relating to the premises, activities and outings, promoting children's safety. In addition, children participate in regular fire evacuation drills and staff show high regard to promoting safety at all times. Equality and diversity are promoted exceptionally well. For example, excellent methods of working in partnership with other professionals and parents are in place to ensure children are safeguarded and their individual needs are met. Staff actively use the common assessment framework and ensure information is shared effectively, supporting children who have identified special educational needs and/or disabilities and children or families in need of support. In addition, the nursery works as an integral part of the children's centre and staff work in partnership with a range of professionals to facilitate a variety of courses for parents of children who attend the nursery and parents who live in the community. Children learn about people in the community through regular outings and they participate in a broad range of activities that help them learn about cultures and beliefs. They have access to a broad range of resources and good quality books that promote diversity. Engagement with parents is effective as parents have good opportunities to be involved in the life of the nursery; they have elected representatives who ensure their collective voice is heard through a parent's forum. In addition, parents complete an annual questionnaire and a questionnaire when their children leave to go to school; they report that the service is excellent and their children are very happy and that they have been well prepared for school by the nursery. All documentation is shared appropriately with parents and they have good opportunities to discuss their children's progress with staff. In addition parents are invited to open days to spend time in the nursery and learn about the activities that their children participate in. Methods of self-evaluation are well established as staff have completed an accurate and thorough evaluation of their service and they are also in the process of completing a quality assurance scheme run by the local authority. They have also completed a health and safety audit with the local authority that outlines any action required to reduce risks, although an evaluation regarding the completion of any such action has not yet been completed. As a result, identified hazards relating to the condition of the premises have not been agreed and completed by the local authority. Strong methods of driving improvement are implemented as staff have met all recommendations from the last inspection. The manager and deputy also support staff in evaluating their practice as they conduct regular observations of staff in the group rooms and identify their training needs during appraisal. Staff attend a range of training courses and inset days, enabling them to extend their knowledge

of childcare. The manager is also on the management committee of the children's centre and regularly shares information with staff, promoting consistency of care. Deployment of resources is good as all staff work cooperatively and engage children in a broad range of activities that promote all areas of learning. The nursery is well organised with space used effectively to provide group rooms, a communal internal play area and additional rooms that are used for family activities, courses and work with other professionals.

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

Children are supported well by staff who show a keen interest in children's self initiated play. Staff show confidence as they freely join in with activities, such as dancing to music with children. They support children's learning well by asking them questions that make them think and encourage them to explore their learning environment. Staff are well organised and promote free flow play, enabling children to make choices of indoor and outside play while being constantly supervised. Children are offered a good balance of learning opportunities, enabling them to engage in child-led and adult-led activities, group times and outings. A good range of documents are used consistently by staff in all group rooms to record their assessments of children's progress relating to all areas of learning. Staff then use their assessments to aid future planning of activities that relate to children's individual learning needs and interests and group activities. Excellent systems are in place to identify children's additional learning needs, including the provision of additional staff to support individual children and ensure their needs are met. Staff also support children who are learning English as an additional language by using key words from the children's home languages which are displayed in the group rooms along with story books written in dual languages. Children's welfare is promoted well as children's allocated key staff work closely with parents to ensure children's individual care needs are known and respected. Staff make records of all events of the day in a home/nursery communication book for younger children, enabling parents to be kept well informed of their child's food and drink intake, sleep times and activities. Staff successfully implement a broad range of policies and procedures that promote children's welfare and safety. Children are cared for in a bright and welcoming learning environment as staff have made good attempts at improving the facilities by organising the space effectively and displaying a broad range of children's creative work and photos of them participating in activities. However, some areas of exposed broken plasterwork are evident throughout the nursery which are awaiting repair by the local authority who is responsible for the upkeep of the premises. Children benefit from access to a good range of furniture and resources in all group rooms that are suitable for their ages and abilities. Resources that reflect all areas of learning are stored at low level, enabling children to make choices and develop their independence during indoor and outside play. Staff take positive steps to help stop the spread of infection and help children to learn good hygiene habits, such as washing their hands before meals and blowing their noses appropriately. Children's individual dietary needs are catered for as they enjoy a balanced diet of meals that are freshly cooked on the premises that relate to their needs. Children adopt

healthy lifestyles as they make choices at meal times, for example, they enjoy relaxed mealtimes as they sit in small groups with staff and serve their own food at the table, creating a sociable atmosphere. Children are well behaved and benefit from clear guidelines from staff regarding expectations of their behaviour. They respond well to daily routines, such as lining up to go outside and taking turns during play. The level of care and support for individual children and their families is outstanding enabling all children, including those with special educational needs and/or disabilities or those in need of support, to feel safe and secure. Children benefit from strong relationships with staff; they seek comfort when upset and snuggle in for cuddles, helping them to feel safe. In addition, children settle into nursery life gradually as parents follow a settling in programme; this helps children feel safe and confident in their environment when their parents leave. Children show a positive contribution to their environment as they play cooperatively and relate well to the daily routines, including helping to tidy away toys. Children learn about expectations of their behaviour through support from staff along with displays of photos of them acting in positive ways, with written words reminding them 'do be kind' for example. Children are making good progress in all areas of learning. They show increasing personal independence and have good opportunities to develop their self care skills. Younger children show a keen interest in books and actively join in stories read by staff. Older children make good attempts at writing their names and draw representational pictures of people. All children engage freely in conversations with each other and staff during play, enhancing their language skills. Older children show good problem solving skills as they use a range of puzzles appropriately. They have good opportunities to learn about number, weight and size as they use a good range of resources that promote their numeracy and reasoning skills. They also learn about number through every day experiences, such as helping staff to set out the tables with plates and cutlery at lunch times. Children develop their awareness of nature and living things as they grow vegetables and plants in the garden and handle natural materials such as cones and wood while using a range of large plastic mini-beasts. They learn about technology as they use the computer independently. Children have good opportunities to learn about cultures and beliefs while participating in activities relating to festivals and events held at the nursery, such as their international day. Children enjoy being creative while using a range of paint, collage and malleable materials. Children develop their imaginative skills as they freely engage in role play, enacting real life experiences while using the well equipped home corner and while using the puppet theatre. They show a good awareness of rhythm as they sing and dance to music. Children have good opportunities to develop their physical skills and adopt healthy lifestyles as they engage in frequent outdoor play, enabling them to gain regular fresh air and exercise. They confidently use a broad range of climbing apparatus and show skilful use of wheeled toys as they move at speed, showing good spatial awareness. Children use a wide range of hand held tools appropriately, for example, as they use a range of accessories with sand and water during outside play. Secure systems are in place to ensure children develop their skills for the future effectively. For example, children are developing skills successfully in all areas of learning and staff implement good methods of tracking their progress.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
The effectiveness of partnerships	1
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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