

# Colour Box Nursery

Inspection report for early years provision

---

**Unique reference number** 107429  
**Inspection date** 08/02/2011  
**Inspector** Beryl Witheridge

**Setting address** 385 Ivydale Road, Peckham, London, SE15 3ED

**Telephone number** 020 7277 9662

**Email**

**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Colour Box Nursery opened in 1986 and operates from two rooms on the ground floor of a converted Victorian house. It is situated in the area of Peckham, London. A maximum of 12 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 49 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 19 children aged from 10 months to under five years on roll. Children aged three and four years receive funding for nursery education. This provision is registered on the Early Years Register and both parts of the Childcare register. Children come from a local catchment area. The nursery can support children with special educational needs, and also supports children who speak English as an additional language.

The nursery employs four staff with an additional member of staff to cover absences. All of the staff, including the manager hold appropriate early years qualifications. There is one member of staff working towards updating their qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff recognise the unique needs of each child and support their welfare and learning effectively. Children learn and play within safe boundaries and enjoy being with staff and one another. The partnerships between the setting and parents are excellent and help to ensure that the care and learning needs of the children are consistently met. Links with other early years providers are not as well established. The nursery's capacity to maintain ongoing improvement is good. The strengths and weaknesses are identified and realistic plans and priorities for development in place. Ongoing aims to develop good quality provision helps to promote effective outcomes for the children.

## What steps need to be taken to improve provision further?

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

- provide confidentiality with children's records, such as observation records, and ensure they are only accessible to those who have a right or professional need to see them and that all staff are aware of the need for confidentiality
- review the safeguarding procedures to ensure they are up to date and in line with Local Safeguarding Children Board guidance and procedures, and that all staff are able to implement them appropriately
- improve the two-way flow of information with other Early Years Foundation

Stage settings that children attend to promote a shared understanding of children's individual needs.

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded effectively and their welfare is promoted at all times. Staff have attended child protection training, understand the signs and symptoms of abuse and know what to do should they have any concerns. A full range of guidance is easily accessible. These measures help to ensure that children's welfare remains the group's priority. However the written safeguarding policy is not fully in line with the Local Safeguarding Children Board procedures. Systems for recruitment and vetting are robust to ensure that all adults working with the children are suitable. Parents as well as management are sometimes involved in the recruitment process. Staff undertake daily risk assessments of the premises and anything the children may come into contact with to ensure that children are safe at all times. Staff have recently completed training on effective risk assessments.

All staff working in the nursery are committed towards ongoing improvement and the recommendations set at the last inspection have been fully addressed. Regular staff meetings and a good working relationship between the staff helps to ensure good quality provision for the children. Equality and diversity is fully embedded into every day practice. The learning and development needs of each child are recognised and addressed. Children's understanding of diversity is well promoted through the range of toys, resources, posters, books and the diverse make up of the staff and children attending the nursery. Parents share their cultures, backgrounds and food with all the children and each other. Policies and procedures are effective and the new layout of the nursery provides children with a comfortable home from home learning environment. The resources available to the children offer them choice and variety. All children have access to the toys and equipment. This helps to ensure that no child is disadvantaged in any way.

The use of self-evaluation is good and addresses all areas of the nursery. The strengths and any areas for improvement are clearly identified and tackled. Children and parents contribute to the process and their views are taken on board at all times. Recent improvements include the garden area which has been developed to provide children with a space to play on the bikes and cars, they love using the traffic lights during their play; the large wooden climbing frame and slide with space underneath to hide or dig, the organic area where they grow their own fruits and vegetables which they eat for their lunch and snacks and the natural area where they study the bugs and insects that live there. Future targets for improvement are realistic in order to ensure benefits for all children.

The partnership with parents is outstanding. They are provided with ongoing information about their children's experiences and progress and a full range of written information about the Early Years Foundation Stage, policies and procedures. Their views are continually sought through open days when they are able to have an open forum to make their thoughts and ideas known, not just to

the staff but to other parents as well. These views are acted upon and parents feel the staff get to know them and their children well and that they are part of the nursery community. They are able to look at their child's records at any time but they also have a termly meeting with the key person for their child when they look at the records and set targets for future learning. This helps to provide every child with excellent continuity of care and learning.

The partnerships with other settings, including local schools, are not fully established. The nursery is aware of other settings children may attend or the school they will go to in the future but there is not an open dialogue between them to ensure the seamless continuity of children's learning and development.

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

Children settle quickly and happily into this welcoming, safe environment when they first attend. They feel secure in the nursery and enjoy the opportunity to choose their own activities as well as taking part in adult-led ones. Their work and pictures are proudly displayed on the wall and they have a 'weekend work' board where they are able to show what activities they have taken part in over the weekend with their families. This promotes their confidence and self-esteem. Children have regular opportunities to enjoy outdoor play which encourages their physical development. They show exceptional imaginative skills, even the youngest children role play in the home corner, pretending to make cups of tea and eat the toy food.

Play resources are age-appropriate and in good condition, allowing children to experience play and learning which is adapted to suit their ages and stages of development. There is a wide selection of resources that meet the needs of every child and caters for the interests and ages and stages of the children who attend. Staff extend children's understanding of healthy eating by including them in preparing the food for their meals or snacks. They pick the fruit and vegetable they have grown in the garden then wash and prepare them. The older children help to make the apple crumble they are having for lunch, they cut up the apples with real knives, staff explain very carefully how to use the knives safely, they measure the ingredients for the topping and mix them together. They study the change in the apples after they have been stewed and thoroughly enjoy the finished product with custard at lunch time. They save the pips from the apples and later plant some of them in the garden.

Children enjoy sharing and using books which build upon their understanding of reading and they learn from the stories that staff read to them. Younger children show a great interest in books and will often sit and enjoy the touch and feel books, this prepares them for the future reading and listening skills they will develop. Several children are looking at the alphabet poster and easily identify letters repeating the phonetic sound and linking the sound to the names of other children within the nursery. They are also developing their writing skills, using wipe boards to practise their names and letters. Children's language skills are excellent,

they speak clearly and with a great understanding, this is supported by the staff who hold meaningful conversations with the children, explaining things to them clearly and asking them open-ended questions which require children to think about what they are doing and their responses.

Children learn how keep themselves safe because the staff remind them how to behave in a safe manner, for instance, to walk carefully when the younger children are playing on the floor. Children learn how to respond safely during possible emergencies by discussing and carrying out emergency evacuations. They discuss road safety on their many outings into the local area, they understand how to stop, look and listen and how to use the crossing properly. Children understand and follow good personal hygiene practices, such as washing their hands before eating, to ensure their good health and cleaning their teeth afterwards. Children enjoy a balanced vegetarian menu of freshly cooked foods for their meals and snacks which are offered frequently enough to ensure no children feel hungry. Drinks are available throughout the day. Children with particular dietary needs receive good support to ensure these are met.

Children enjoy a varied and interesting range of play activities to support their progress towards the early learning goals. There is a clear and well understood system for recording what children do and achieve, and staff plan for the next steps in their learning by using their observational assessments. However staff must be careful not to record observations of different children on one sheet which is then seen by parents other than the child's own parent. The staff offer good opportunities for children to progress by identifying activities that can be used to plan for individual progress. Key staff are responsible for enabling children to reach their next steps as they know their key children well and can identify their learning styles and interests. Children's progress is reviewed every term so staff can support their learning and build upon their achievements and successes across all areas of learning.

Children's relationships with each other reflect the good role models of the staff who value the children and treat them with respect. Children's behaviour is good and they play harmoniously together, enjoying opportunities to select from the toys and resources provided. Children will work together to overcome any difficulties such as two children wanting to sit on the same chair; another child stepped in and became the negotiator between them and settled the dispute to everyone's satisfaction. Overall, an inclusive and welcoming service is provided.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
--	---

### Outcomes for children in the Early Years Foundation Stage

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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