

Bosco Centre (Including Bosco Nursery)

Inspection report for early years provision

Unique reference number	159949
Inspection date	15/03/2011
Inspector	Jill Nugent
Setting address	281 Jamaica Road, Rotherhithe, London, SE16 4RS
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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

The Bosco Centre Nursery registered in 1987. It operates from three interconnected playrooms on the ground floor of the Bosco Community Centre in Rotherhithe in the London Borough of Southwark. Access to the premises is at ground level via a secure gate. There is an enclosed garden area for outdoor play. The nursery receives funding for free early education. It is open every weekday from 8.00 am until 6.00 pm, on Mondays to Thursdays, and 8.00 am until 5.00 pm on Fridays, all year round.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children under eight may attend the setting at any one time. Of these, 34 may be in the early years age group and nine may be under two years. Currently there are 37 children on roll in the early years age group and 10 staff employed to work with children in the setting. All staff hold relevant early years qualifications. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery offers an inclusive setting for children where they enjoy a variety of play activities and make good progress towards the early learning goals. Staff promote children's welfare effectively and are generally attentive to health and safety guidelines. There is an excellent working partnership with parents and this encourages parents to be involved in their children's care and learning. The newly appointed manager is proactive in driving improvement and has initiated a process of self-evaluation to help staff work towards improving the outcomes for all children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- extend the risk assessments to cover the whole premises so that all hazards to children are minimised effectively (Suitable premises, environment and equipment) 15/04/2011
- maintain a daily record of the children who are looked after on the premises and their hours of attendance (Documentation). 15/04/2011

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

- increase staff's knowledge and understanding of safety issues and procedures
- look at ways of establishing a free-flow system which enables children to choose from a wider selection of indoor and outdoor activities.

The effectiveness of leadership and management of the early years provision

The nursery's supporting documentation is well organised and includes all the required policies. There are mostly effective procedures in place to ensure that children are safeguarded while at nursery. Staff have a good understanding of child protection procedures and know what to do if they have any concerns about children. Regular risk assessments and safety checks of the premises are carried out, although these do not cover every aspect of the outdoor play area resulting in some potential hazards not being minimised effectively. Staff are generally aware of safety issues around the building but are not always proactive in implementing safety procedures around the nursery. Records relating to children's ongoing health and safety are maintained appropriately, although children's attendance is not recorded every day. Therefore, staff do not always have a correct record of who is on the premises at any one time.

Staff are involved in an ongoing process of reflection and evaluation in order to highlight areas of their practice which require further development. The manager is enthusiastic in her commitment to the continual improvement of the provision for children. She has initiated improvements to the play environment and staff routines, enabling staff to develop an effective system of observational assessment and improve their activity planning. She is aware of the needs of staff and children and sets relevant targets for the future. For example, children now benefit from an extended range of resources that reflect diversity. Future plans include organising regular open days for parents, planning further training events for staff and introducing an outdoor sensory garden.

Parents receive detailed information about the nursery's provision for children. Staff liaise closely with new parents during the settling in process to ensure that children settle in happily to nursery life. Parents are invited to regular reviews so that they are continually updated about their children's progress and have an opportunity to exchange information with key workers. They especially enjoy the opportunities to take part in special events, such as an Easter celebration or sports day. Parents are encouraged to be involved in extending children's awareness of different cultures and to contribute to their children's observation profiles. The nursery works closely with other professionals and providers to ensure a consistent approach to the care and education of children with special educational needs.

Staff use the play space available indoors to offer children a choice of activities, although the baby and toddler rooms are a little cramped at times. The pre-school room is particularly well organised and offers a wide selection of resources from which children can make a selection. The outdoor area offers a stimulating learning environment for children of all ages, being well resourced and organised so that

children can enjoy a variety of play situations. Staff are generally well deployed and attend to children's differing needs, interacting to promote their learning in both freely-chosen and adult-led activities. However, they have not yet established an effective system of free-flow which actively encourages children to access resources and activities both indoors and outdoors and thereby benefit from a wide choice of learning experiences throughout the day.

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

Children explore happily in different indoor play situations, for instance, investigating modelling materials, puzzles or shaving foam. Staff join children in their exploration, enhancing children's play through their involvement and engaging children in conversation in order to promote learning. They follow up children's interests, for example, responding to requests for favourite toys. Children benefit from the relaxed atmosphere which allows them time to get involved in their play, at times becoming absorbed in their exploration and learning to make connections with their environment. Children especially enjoy outdoor play, having much fun being active in different ways. For example, they construct models, ride scooters and dig sand. They have good opportunities to participate in role play and are keen to join in alternative learning experiences, such as water play.

Children are encouraged to be creative and there are many interesting displays around the nursery showing different techniques they have learnt, for example, modelling with papier mache, taking photographs or making observational drawings. Children find out about the natural environment and how to grow plants. Pre-school children gain skills for the future as staff interact effectively to extend their learning in the key areas of literacy and numeracy. For example, children develop their problem solving skills as they select blocks to construct a large model, prompted by questions and suggestions from an adult. They have good access to computers which they learn to use independently. Staff make very good use of the observation system to assess children's progress in all areas of learning. They move children on through planning around their interests and developmental needs, using interesting themes and focus activities.

Children show a sense of belonging at nursery, developing close relationships and behaving well. However, they sometimes lack the freedom to move around the whole premises and make choices of play activities. Mealtimes are well organised so that children benefit from the opportunity to develop social skills. Staff ensure that children are offered nutritious meals and have access to drinking water throughout the day. Children have an increasing awareness of good hygiene and develop independence as they learn to look after themselves. They talk about healthy eating when taking part in cooking activities, and about keeping safe when visited by special members of the community. Children feel secure in the setting and approach adults with confidence. Staff use role play to help children learn about wider safety issues, for example, road safety. Children have good opportunities for outings in the local area, for instance, to the park, shop and

library.

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	2
The effectiveness of safeguarding	3
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
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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	3
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

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