

# 5 Steps Community Nursery

Inspection report for early years provision

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**Unique reference number**

EY340504

**Inspection date**

18/04/2011

**Inspector**

Marcia Robinson

**Setting address**

15 Lambourne Grove, Rotherhithe, LONDON, SE16 2RR

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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

5 Steps Community Nursery is managed by a committee. It has been running for 23 years and re-registered in 2007. The nursery is accommodated in a purpose built building with three group rooms that provide direct access to a semi-covered outdoor play area. The nursery is located in the Rotherhithe area in the London borough of Lewisham. It is open from 8am to 6pm, Monday to Friday for 48 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They are registered to care for 32 children under eight years; of these, not more than 20 may be under three years, and of these, not more than six may be under two years at any one time. There are currently 37 early years children on roll who attend various sessions. The nursery provides funded early education for three- and four-year-olds. The nursery provides support for children who have identified special educational needs and/or disabilities and children who speak English as an additional language. There are 10 members of staff employed, all of whom have appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and happy because the staff team offers a warm and welcoming environment where children progress well in most aspects of their learning and development. Staff promote children's welfare well in many aspects but not all welfare requirements are met to ensure children's good health. The partnerships with parents, the local school and other agencies are a key strength at this setting and are significant in making sure that children's support needs are met. This means that children progress generally well, given their age, ability and starting points. Systems of self-evaluation by the manager are in the early stages of implementation and systems for tracking children's progress are not entirely consistent. Staff are aware of their strengths and can identify some key areas for improvement which they are actively beginning to identify and plan for.

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

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

- make sure that at least one person with a current paediatric first aid certificate is on the premises and on outings at all times when children are present (Safeguarding and promoting children's welfare- Promoting good health) (also applies to both parts of the Childcare Register) 27/05/2011
- equip all first aid boxes with appropriate content to 27/05/2011

- meet the needs of children (Safeguarding and promoting children's welfare-Promoting good health)
  - ensure prior written permission is obtained for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare-Promoting good health) (also applies to both parts of the Childcare Register)
- 27/05/2011

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

- develop further the arrangements for self-evaluation in order to maintain continuous improvements of the provision, ensuring staff are fully involved in this process
- improve the use of information gathered from records of observation and assessment of children to consistently plan and review the next steps for children's individual learning
- improve the educational programme for the outdoor area by extending planning to include more activities and experiences that promote outdoor play as a learning environment for children throughout the day

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

Children's welfare is sufficiently well ensured and they are appropriately safeguarded overall. Staff demonstrate a good awareness of how to act in the event of an emergency and they are familiar with most policies and procedures. They take appropriate action in the event of any serious accidents or injuries to children. However, the provider failed to inform Ofsted of a significant event relating to an accident involving a child requiring emergency medical treatment. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence. However, although this is a breach of a specific legal requirement, the impact on children is low therefore no further action will be taken. An effective recruitment and induction programme, as well as robust vetting procedures, ensures that all adults working with children are suitably qualified, experienced and vetted to promote children's welfare. Staff demonstrate a satisfactory knowledge and understanding of their role and responsibilities for the protection of children, including the designated person who has attended relevant safeguarding training. This is in turn reflected in the suitable policies and procedures in place, which are in line with Local Safeguarding Children Board guidance and are shared with parents to further safeguard children. Clear risk assessment procedures are in place including those for outings and daily safety checks of the indoor and outdoor play spaces ensure that the environment is kept free of hazards and suitable for children to use. This enables children to play in a safe and secure environment. Some of the systems in place promote children's good health very well. . However, not enough staff have up-to-date first aid training, which means that someone with a current paediatric first aid certificate is not always on the premises or on outings as required. Also not all first aid boxes have appropriate content to meet the needs of children. In addition, although most

of the required records that promote children's health, safety and well-being are in place and kept up to date, prior written consent is not obtained for each and every medicine, before giving medicine. These are breaches of legal requirements and failure to meet them has the potential to compromise the care children receive in the event of sustaining an injury or requiring medication.

Indoor space is utilised well into designated areas for different activities so children can play independently or with others. Staff are deployed effectively throughout the nursery to support children's learning. A good range of resources and equipment are available at the nursery; these are used well to create a child-friendly and welcoming environment for children where they can easily access play materials that meet their individual needs well. Most group rooms lead directly into the outdoor play area, although full advantage is not always taken of this space to promote outdoor play as an integral learning environment for children throughout the day. Overall, the manager and staff team make appropriate use of feedback from parents and children to monitor and evaluate the provision and consider areas for future development. This is gained both verbally and in writing through, for instance, feedback from the parent committee, children's questionnaires and a parents' suggestion box, to broaden their view of the service provided. The recommendations raised at the previous inspection have been positively addressed, which impacts favourably on children's well-being and the range of learning opportunities provided. Actions taken are generally well targeted to improve outcomes for children, for instance, the manager has successfully supported and organised training for staff as individuals and as a team, for instance, to achieve higher levels of childcare qualifications and to further their understanding of safeguarding issues through a planned inset day. As a result, the setting's strengths and some areas for development are beginning to emerge. However, self-evaluation is not yet sufficiently robust to include staff in this important process and to cover all areas of practice, such as observations and planning. An effective key person system means that staff know children well and ensures that all children are fully included, receive appropriate support and make progress in their learning and development. Systems have been developed to ascertain children's starting points and monitor their progress, although more attention to the evaluation of child observations is needed to ensure that their progress through the foundation stage is clearly tracked. Parents are kept well informed about the provision through access to the nursery's policies and procedures, information displayed on the notice boards, letters, and verbal discussions when children arrive and leave. Staff communicate with parents on a daily basis both verbally and with a daily information sheet which allows parents to access information about their child's day spent in the setting. Consequently, they can continue their children's learning at home through highlighted activities. This has been further developed with the introduction of bags of books and toys, which parents can borrow to share with their children. The nursery staff have devised a questionnaire, which is given to all parents and carers every six months to get their honest opinions of the nursery provision. Feedback received from parents on the day of inspection and through many thank you cards and letters of past and present children include positive comments in respect of the good service provided by the nursery and all are complimentary of the achievements their children have made. This is supported by formal opportunities for parents to meet staff to discuss their child's progress twice a year where they are informally involved in

agreeing and reviewing the next steps for their child's learning. The setting works effectively in partnership with external agencies and practitioners such as teachers as appropriate. This supports continuity in learning and care and in meeting children's individual needs when they move on to local schools.

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

All staff have attended training on the Early Years Foundation Stage and are able to implement it well through most aspects of children's learning and development. The variety of experiences offered and the lovely interaction of the staff with children ensures each of the areas of learning is generally well covered and the progress they make is good overall. A key person system is implemented alongside a gradual settling in period to encourage children to feel confident and safe within the setting. Children enjoy regular opportunities for outdoor play, and a flexible daily routine, which includes story and music time, provides a good balance of adult-led and child-initiated learning. The staff's good understanding of children's individual personalities promotes effective behaviour management techniques, such as giving children constant praise and encouragement. As a result, children's behaviour is very good, they share and take turns, and younger children are supported well by staff in learning these expectations. They respond well to established routines and enjoy taking responsibility for their environment as they help tidy up or lay the tables for lunch. Children are developing a highly positive attitude towards their own and other cultures, customs, beliefs and different languages spoken. For example, children made lanterns and tasted Chinese food during recent celebrations of Chinese New Year. In addition, frequent visits in the local community, regular and planned discussions and the use of a range of resources that promote all aspects of society, ensure that equality and diversity is well promoted. There are lots of opportunities for children to practise their fine motor control when using a range of different tools and materials in creative activities, such as, making things with card and glitter for Easter, drawing, painting and when playing with the modelling dough, using cutters and rolling pins. In the toddler room, staff effectively use this as an opportunity to ask good open-ended questions and encourage children to think. For example, a member of staff engages children in talking about what they are making and the colour of the modelling dough. In the pre-school room, staff have created a dedicated graphics area, which enables children to have access to a variety of materials. Children are able to see many examples of print in their environment and older children are able to recognise letters of their names and some are able to write their names with some or all letters formed accurately. A suitable range of information and communication technology resources supports children's learning. For example older children use the computer to design pictures and shapes and print their work; they confidently use the computer mouse to drop and drag, use cameras to take photographs during free play and younger children access a variety of interactive toys that widen their interests. Children are beginning to learn about the importance of sustainability through the collection of plastic bottle top covers and empty milk bottles so they are learning about recycling and are also able to investigate and explore size, colour, shape and volume. There are plans to extend

the range of interactive, recycling and natural resources to further enhance children's skills for the future. Key persons know their children well and make regular observations of their achievements. They identify the next steps for their development but sometimes these are too general and are not consistently linked to plans or followed up and reviewed in order to clearly track progress towards the early learning goals.

Children are kept safe through good procedures. For example, every outing and activity is risk assessed, so that the programme for active learning is appropriate and they can enjoy a sense of freedom. Carpeted areas in each room and the provision of individual cots and mattresses for babies and children enable them to sleep or rest comfortably and safely in-line with their own routines and parents' wishes. A qualified cook provides freshly cooked, healthy and varied meals with lots of fruit and vegetables, which meet children's individual dietary requirements. This is supported by discussions and topics on healthy eating which promotes children's understanding of healthy lifestyles. Children are learning about the importance of good personal hygiene and are becoming increasingly independent in their personal care. For example, toddlers learn how to wash and dry their hands independently through easy access to paper towels and soap and good support from staff. Older children have the same facilities and also know they must wash their hands before eating and after using the toilet so it stops germs from spreading. Children do not attend if they are ill in order to reduce the risk of cross infection. However, their health care needs cannot be fully assured when they need first aid treatment or medication. This is because not enough staff are qualified in first aid, some items contained in one of the first aid boxes used for treatment of children's injuries are out of date and parental permission to administer medication is not appropriately obtained. Knowledge about personal safety is encouraged by staff teaching children how to respond safely during possible emergencies by discussing and carrying out emergency evacuations. They discuss and practise road safety in the garden and on their outings into the local area. Older children understand how to stop, look and listen and how to use the pedestrian crossing properly. Regular discussions about stranger danger and visitors from the community such as the local police officer reinforces children's understanding and teaches them how to stay safe. Children play outside every day as part of a healthy lifestyle, having fun running around in the fresh air, taking their turn on the climbing frame, playing a game with a hoop. Older children competently pedal tricycles and younger children enjoy crawling through play tunnels.



## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for, Records to be kept) 27/05/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Welfare of the children being cared for, Records to be kept) 27/05/2011