

Union Grove Community Nursery

Inspection report for early years provision

Unique reference number	144726
Inspection date	27/07/2011
Inspector	Rebecca Hurst

Setting address	Christchurch Community Hall, 41 Union Grove, Stockwell, London, SW8 2QJ
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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*.

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Description of the setting

Union Grove Community Nursery is managed by a management committee and is open throughout the year from 07:45am to 17:45pm Monday to Friday.

The premises consists of a ground floor area which is used to accommodate children aged from three months to two years and a first floor area organised to care for children aged two and five years. Children have access to an outside area which is accessible through the ground floor play area and the use of a secure church garden, which is a few minutes walk from the nursery.

Ten staff are employed to care for the children who hold a range of appropriate child care qualifications. A daily cook is employed who holds a food hygiene certificate. The nursery receives funding for children aged 3 and 4 years.

The nursery may care for no more than 36 children in the early years age group, of these, not more than 20 may be under three years; and of these, not more than 12 may be under two at any one time. The nursery is registered on the Early Years register only. There are currently 24 children on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children benefit from a safe and secure environment. Staff's knowledge helps to provide children with a good range of activities. Policies and procedures are well written and staff have a working knowledge of these to enable them to support and protect children. The nursery understands the importance of evaluating the provision to improve the services it provides to the children and to the parents. Activities are currently not adapted to meet the needs of the more able children. There is a breach of welfare requirements as children are not consistently signed into the nursery. Risk assessments are currently not completed for outings. Hygiene procedures and behaviour management need to be managed to meet the needs of all of the children.

What steps need to be taken to improve provision further?

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

- provide a daily record of the children's hours of attendance
- 26/08/2011

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

- record and carry out risk assessments for outings to the local communal areas which are used by the children on a regular basis
- adapt activities to ensure differentiation for more and less abled children is being carried out, to bring about best possible outcomes for all children
- manage hygiene procedures to ensure children consistently wash their hands before any food is served and that resources are cleaned after children have put them into their mouths
- adapt the learning environment to ensure staff are able to manage children's behaviour especially during group activities

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection and how to safeguard the children in their care. Basic risk assessments are in place for the nursery. Currently risk assessments are not carried out or daily safety checks on communal areas which are used by the children, as glass is present where children are playing. As a result children's safety is not fully enhanced. Fire drills are carried out on a regular basis which ensures the children are aware of what to do in an emergency. All staff have Criminal Records Bureau checks in place and appropriate recruitment procedures ensures staff are suitable to work with the children. There is a breach of welfare requirements as children are not consistently signed into the nursery when they arrive.

Resources are well placed in the nursery to allow the children to have independent access to them. Resources are used well to supplement the planning and topics to teach the children. Staff take into account the children's backgrounds when planning and will use key words in the children's home language to settle them in. Children learn about the world around with appropriate activities.

Staff communicate well with the parents and they have access to a good amount of information about the nursery and the activities on offer to the children. Regular newsletters ensures the parents are kept informed about what is happening within the nursery and how they can help the children at home. The nursery works with the local authority to work with their planning to ensure it meets the developmental needs of the children. The nursery involves the staff and the parents in its self-evaluation process and uses the answers to the questionnaires to shape the provision it provides.

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

Children are happy and settled in the nursery. Activities keep the children occupied and help them to progress with their development. Planning has the topics they are looking at and what activities they will provide to meet the learning intentions they have on the medium term planning. The children's next steps of learning are fed from their observations into the medium term planning. However, currently

children are not being stretched to the best of their abilities with the activities that are in place. Detailed observations and the good use of photos show that children are progressing with their learning and development.

Hygiene procedures are not managed effectively to ensure the children are fully protected from cross infection and contamination. Children do not consistently wash their hands before snacks and older children play with beans in their mouth which are then spat back onto the table for other children to play with. Children receive healthy and nutritious meals which are freshly prepared to meet the dietary requirements of the children. Staff are skilled in talking to the children about healthy eating and the how vegetables are good for you and the correct manners to use whilst at the table. This enables the children to learn about healthy eating and behaviour whilst eating.

Children enjoy taking responsibilities for helping to clean the fish tank out and to provide the fish with clean water. This teaches the children about living animals and how they need to be cared for. Younger children enjoy sitting with staff and reading stories with them. The children point out different items in the pictures they are asked by the staff. This teaches the children that words have meanings. All children are confident in their activities and staff are at hand to offer support to all children through cuddles and kind words.

The learning environment during group activities is not adapted well, to enable staff to manage children's behaviour appropriately. Resources left out from a previous activity distract younger children and they squabble over them during a circle time. This distracts them from learning about what is being taught to them by the staff and distracts the children around them. Older children help the staff by sweeping up beans that have been dropped onto the floor, preventing a trip hazard for the other children around the table. This enables the children to be safe within the nursery. Given the children's ages and stages of development they behave appropriately.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
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	3
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

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3
The extent to which children develop skills for the future	3

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