

Ravensbourne Project Early Years Group

Inspection report for early years provision

Unique reference number

EY275998

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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

Ravensbourne Project Early Years Group opened in 2004. It operates from a room within a health centre in a residential area of Lewisham. The provision is part of a range of services provided by the Project who support children with learning difficulties and/or disabilities. Registration is for the Early Years Register and the compulsory part and the voluntary part of the Childcare Register. A maximum of 12 children may attend the nursery at any one time. There are currently ten children in the early years age range on roll. The nursery is open each weekday from 9.30am to 3.30pm during term time. All children share access to a secure outdoor play area.

The nursery receives funding for early years education for three and four year olds. The nursery supports a number of children who speak English as an additional language.

The nursery employs three members of staff, of these, all hold appropriate early years qualifications. The manager has achieved Early Year Professional Status. At least one member of staff qualified in paediatric first aid is on the premises at all times.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

A combination of daily reflective practice and a positive team spirit to sustain continuous improvement in the welfare, learning and development outcomes. Overall, children are safe, secure and enthusiastically enjoy learning about their own achievements and the world around them although they can not experience the variety of written languages. Every child is respected and fully valued as an individual so they all progress well given their age, ability and starting points.

What steps need to be taken to improve provision further?

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

- consider ways to raise awareness of different scripts and reflect the home languages of children attending.

The effectiveness of leadership and management of the early years provision

The provision for safeguarding is comprehensive and thorough. Child protection procedures reflect current local Safeguarding Board practices. Competent staff know what to record and who to report to, should they have any concerns for

children in their care. Effective risk assessments and regular checks are made, including those for the outside play space and occasional outings to a local leisure centre. Equality and diversity are well promoted with resources for role play, music making and celebrations such as annual festivals and special personal events. Individual and specific welfare requirements are consistently applied with constant and close supervision by expert and caring staff so children's well-being is clearly promoted. An emergency exit procedure is displayed and practiced each month so children and adults know what to do should an emergency arise. Children benefit from the creative use of a variety of resources by highly qualified and experienced staff who support their play. The layout of the room provides children with a stimulating environment where activity areas are clearly defined and play materials are easily accessed. Independent exploration of communications technology is universally available. Children take opportunities to self-challenge, explore and learn as they move between the class room and the outside area. Attractive displays of children's work, photographs and collaborative displays demonstrate the work of the children attending.

Members of the staff team work closely together to ensure all procedures are understood and implemented. Clear aims and priorities for development, including embedding ambition via staff training, are supported by resourceful staff that contribute to clear evaluation and focused planning. Regular contact with supportive management builds and supports established systems of working and unity in their application.

The nursery gains information from parents, including personal cultural and religious requirements, and based on what children know and can already do. Unique learning records identify children's individual progress towards the early learning goals. Recorded starting points act as a foundation for future learning. Assessment of individual progress is carried forward to planning that identifies the six areas of learning and are used to build regular reports for parents. Partnerships with specialist workers are strong so that support and positive advice for families of children with special needs and/or disabilities is shared and continuity of care is maintained. Staff uses prepared signage and symbols for children who are non-verbal, pre-literate or may be learning English as an additional language. However, books in the reading corner do not reflect the home languages of children who attend.

The partnership with parents and carers is flexible and fruitful. Parents praise staff highly for their understanding and caring attitudes as well as the constructive and successful ways they encourage their child. They know their children enjoy their time because they view photographs of their child at play and see the work they have done attractively displayed. Parents are informed and fully supported in their child's care and learning. Notice boards and newsletters are used to advise them of general developments. An inclusive self-evaluation process has been initiated which involve and encourage parents to comment on how well the nursery meets their needs and expectations. Parents are encouraged to record or inform key personnel of their child's experience away from the nursery. Children's well-being is nurtured overall and their learning and development smoothly extended.

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

Children are happy and thoroughly absorbed in highly stimulating play. They achieve and enjoy exceptional progress and flourish because they feel safe and secure. Their confidence grows rapidly and they show an active capacity for learning. Children are purposeful and occupied as they challenge themselves to climb the slide and then roll the trucks into the stacked foam cubes. They are actively engaged throughout the morning with activities such as hesitantly shaking the sound sticks at the beginning of the session to confidently arc their arms, wide and high as they bang the batons on the upturned bin while drumming at the end of the morning. They discover weight, volume and flow as they successfully manipulate the sand scoop to fill the carrier bags. They observe insects and how plants grow in the plant beds in the garden. They gain increasing muscle control as they press the button of the interactive equipment. Some children practice and consolidate mark making skills and speak imaginatively on the phone at the child height table. They know their achievements are valued because their work is creatively displayed showing the drawings and marks they make. Children gain confidence from consistent, familiar adults who praise their attempts and achievements as they press the modelling dough. Some are rapidly gaining communication skills and readily engage with adults who join them in their play, responding confidently to questions as to their likes and dislikes. Others are encouraged to develop communication skills by expert staff, to recognise sounds, new words and phrases and to recognise symbols and signs which support their development. Children steadily gain knowledge of how things work such as telephones and the skills they will need in the future. They learn to be patient and learn to take turns with resources during their play because adults are good role models and consistently reinforce wanted behaviour, such as sharing, with well deserved praise.

Children are beginning to understand how to keep themselves safe and some demonstrate a strong sense of self-reliance. They build secure relationships with adults and other children. They begin to develop good healthy food choices as they play outside daily and taste the grapes and apples at snack time. Children establish everyday personal hygiene habits to prevent the transmission of infection as they wash their hands after messy play and before eating. They sit sociably together demonstrating self control, positive social skills and show they care for others as they help clear the snack table or play in the home corner. Children have a good understanding of their place in the world and the important people in their lives.

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	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	2

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	1
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	1

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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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