

Redriff Daycare

Inspection report for early years provision

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Inspector Gillian Walley

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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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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

Redriff Day Care opened in 2007. It is a privately owned setting operated by three partners. It operates from a classroom within Redriff Primary School in the Rotherhithe area of south east London. It supports recruitment and retention at the school by providing full day care for the children of teachers and support staff and other Southwark education employees. The setting may care for no more than nine children under eight years; of these, not more than nine may be in the early years age group, and of these, none may be under five months at any one time. The nursery is open each weekday from 8.15am to 4pm, term time only. All children share access to a secure enclosed outdoor play area. It must not use the outside area at the same time as the main school children are using it. The nursery is able to support children who have special educational needs and/or disabilities and those who are learning English as an additional language. There are currently 13 children aged from eight months to under five years on roll, some of whom receive funding for nursery education. The nursery employs three members of staff. Of these, two hold appropriate Early Years qualifications and one is working towards a qualification. The nursery works in partnership with the host school and the adjoining Children's Centre. It is registered on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Children respond very well to the good care and support they receive and as a result are kept safe and make good progress. Activities are interesting and well organised and all children feel valued and fully included. There are good links with parents and carers, the host school and the children's centre although parents do not have regular opportunities to evaluate the provision. The manager and her staff have identified appropriate areas for improvement, such as developing a more comprehensive system for tracking the children's progress. As a result, the setting demonstrates a good capacity to improve.

What steps need to be taken to improve provision further?

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

- involve parents in evaluating the provision by seeking their views more regularly
- develop the system for record keeping so that the manager can track children's progress and ensure that all children make equally good progress in all areas of learning

The effectiveness of leadership and management of the early years provision

Safeguarding is good because staff implement rigorous policies and procedures to ensure children's safety and are extremely vigilant at all times. Security within the playgroup is good because children are very carefully supervised, and gates and doors are locked. Risk assessments are thorough and carried out regularly to minimise accidents, for example when children visit the farm or the duck pond. Fire drills are practised so that children and adults become familiar with the routine. Staff are meticulous about the cleanliness of the floor where babies crawl, and the nappy changing area is hygienic. When the children make visits in the locality, they talk about road safety so that they start to learn how to take some responsibility for keeping themselves safe.

Partnerships with parents and carers are good and they are happy with the provision, although the manager does not invite them to evaluate the provision regularly or use their views to inform planning. Staff know the children very well and keep parents and carers well-informed about children's progress by talking to them informally at the end of each day. They also meet more formally so that parents and carers understand their children's learning and can extend this at home. Parents and carers can also share with staff information about their children's development at home so that the staff can plan activities which the children will enjoy. The manager and her staff know their families well and this gives parents and carers reassurance that their children are in very safe hands. Partnerships with the host school are very good. The children share the school playground with slightly older children and there are good links with teachers to ensure children have a smooth transition to full-time education. The nursery is also developing good links with the local authority and the adjoining children's centre, for example in developing their evaluation of the provision.

The nursery is well led and managed and staff often discuss planning, children's progress and possible areas for improvement. The manager drives ambition well and has enhanced the provision greatly since it moved into new purpose-built premises. She and her staff are particularly focused on developing the children's sense of security and well-being. They are constantly reflecting on ways to improve the day care further. Children choose what they want to play with and the adults plan activities around their interests. For example the children made a visit by boat to an aquarium and then enjoyed many activities linked to this theme. This helps them to develop very good attitudes to learning and also to develop their confidence and self-esteem.

Recommendations from the previous inspection have been addressed as part of the manager's commitment to improving the provision. In particular, toys and equipment are kept clean, stored safely and the staff are more aware of potential hazards. Parents now sign records when their children encounter accidents or when they need to be given medication so that they are always fully informed. Staff work extremely well together and attend regular training to enhance their qualifications and expertise, for example in safeguarding, hygienic handling of food and first aid.

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

Children achieve well because the activities match their needs. The staff assess children's progress and identify the next steps for each child in order to move them on. However, the system for recording children's progress is under developed and the information is not yet monitored closely to ensure that all children make as much progress as they could in all areas of their learning. The children behave extremely well and are kind, thoughtful and considerate towards one another. They take responsibility by helping to tidy up and finding their own coats. Staff support the children very well with their behaviour, explaining why they may need to say sorry and using reward stickers to encourage them. Staff have excellent relationships with them and know each child as an individual. They are good role models, talking gently and creating a homely and welcoming atmosphere. The children are very confident when engaging with visitors. Their table manners are exemplary.

The staff encourage the children to become independent, and to do things for themselves if they wish to. Festivals such as Diwali, Eid and St. George's Day enrich their experiences and give them some understanding of different cultures and lifestyles, which they value. The staff adapt activities if they need to support children with special educational needs and/or disabilities, and those who speak English as an additional language.

Children are encouraged to make healthy choices at snack time and learn about the importance of fresh air and taking exercise. They develop a very good understanding of keeping healthy and safe, for example when they are climbing on the outdoor play equipment. The children learn to avoid infection, for example they can explain when they should wash their hands. Children develop their physical skills very well as they ride their scooters and bicycles and they learn to catch and throw balls. They use the outdoor environment well for many different activities including finding out about trees and habitats. They learn about animals and how to look after them from visits to a local farm.

Children enjoy a good range of interesting activities. They develop good creative skills, for example through painting and collage. They practise their speaking and listening skills at story times and when they are sharing their news. They explore different textures, for example by making patterns in the sand tray. They develop their imagination through role play and dressing up. The children can select the toys to play with because they are labelled with photos. They begin to learn sounds and enjoy a wide range of books including those about different faiths and cultures. The older children learn to write their names and numbers. Children enjoy practising their counting skills through songs and nursery rhymes and also when they are cooking or eating their snacks. They learn to solve problems and persevere with puzzles and sorting and matching games. As a result, the children are prepared well for their future learning experiences.

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

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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	2
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