

Brixton Centre - Lambeth College Nursery

Inspection report for early years provision

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Type of setting	Childcare - Non-Domestic

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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

Lambeth College Nursery was registered in 1995. It is located at the Brixton Centre, in the London Borough of Lambeth and is one of two nurseries run by Lambeth College. The nursery is primarily for the students and staff from college. The premises consist of two play rooms and a secure garden area. The nursery is open Monday to Friday from 8.30am to 5.30pm, during term time. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery may care for no more than 40 children under the age of eight years, of these, not more than 28 may be under the age of three years at any one time. There are currently 42 children on roll. The nursery is funded to provide free early education to children aged three and four years. The nursery supports children with special education needs and/or disabilities and children who are learning English as an additional language. The nursery employs five staff, all of whom hold an appropriate Early Years qualification, including two holding Level 4 and three holding Level 3. The nursery receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy being at this welcoming nursery and make consistent progress in their learning and development. Overall, staff meet children's learning and welfare needs, with some minor areas for improvement. Children are valued as individuals and good partnership with parents effectively promotes continuity in children's care. Overall, partnerships other agencies are in place, but systems do not fully support all children with transition to primary school. The manager and her team are very reflective, they incorporate information and suggestions from parents and children in accurate self-evaluation; this ensures a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- maintaining a clear view of the learning journey for all children and identifying next steps for all children including those needing more challenge
- developing the arrangements for sharing relevant information with practitioners in other early years settings in order to ensure effective continuity and fully support transition to school
- reviewing the organisation of snack time to ensure that care, nurture and learning match the needs of individual children.

The effectiveness of leadership and management of the early years provision

Robust systems involve background checks so that staff are cleared as suitable to work with children. Effective induction procedures enable staff to be fully aware of their individual roles and responsibilities. Staff show commitment to promoting children's safety and undertake relevant safeguarding training. The manager and her team implement a range of safety procedures, such as detailed risk assessments and safety checks. Regular fire drills means that children and staff have secure knowledge of evacuation procedures.

Self-evaluation is comprehensive and incorporates the views of staff, parents and children. Management are highly committed to driving improvement and motivate the whole team to tackle key priorities for development. Recent improvements include changing the time for afternoon snack in response to feedback from parents and purchasing new equipment such as tents and dens in response to requests from children.

Children access plenty of clean, safe and stimulating resources that promote all areas of their development very well. Staff set out a wide range of toys and activities, which are at a low level so children can easily choose what they would like to do. Staff are very well deployed and support children when needed, but also encourage them to be independent when possible.

Resources, such as dolls, posters and books reflect people from different backgrounds in a positive way. Staff have an accurate knowledge of children's backgrounds. This enables them to meet their individual needs very well. They place a great deal of value on home cultures, by encouraging family members to share their cultural traditions within the nursery. For example, by bringing in traditional food and reading traditional stories to the children. The skilful staff team helps all children make progress. For example, they provide opportunities for boys to enjoy writing on large boards outside after noticing their enthusiasm for outdoor experiences.

Relationships between parents and staff are relaxed and well established. Staff collate useful information from parents about children's starting points, interests and routines. Parent's comments include "I am happy, she is happy and she has learnt so much from coming here". Parents complete questionnaires and attend regular meetings with staff. This enables parents to share learning priorities and enhances continuity in care.

Partnerships with other professionals and agencies are mostly in place. For example staff work effectively with speech therapists to implement additional support for children with delayed speech and language development. However, links primary schools are not yet fully in place. This restricts channels of communication, limits continuity for children and is a missed opportunity to support children as they move on to school.

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

Children and parents are warmly welcomed and children arrive brimming with enthusiasm to play. Each child has a special person responsible for helping them to settle and monitoring their individual progress. Overall, the 'key persons' manage their roles well and use the Early Years Foundation Stage to plan learning priorities for children. However, the system is not always consistent and does not include planning suitable challenges for older and more capable children.

Children share and play well together, for example toddlers build a tower and take it in turns to place blocks on top, each cheering the other and clapping when they are successful. Children benefit from visitors from the community, such as police officers. Children enjoy visits to the local area and learn to buy groceries and post letters. This successfully extends their learning experiences and helps them to develop good skills for the future.

Children communicate with confidence, talking with enthusiasm about their activities. For example, a child explains that she is cutting out with scissors and is being very careful as scissors are sharp and she does not want to cut herself. This shows self-confidence and a developing awareness of personal safety.

Children enjoy using the computer and play appropriate games, which enhance their learning and development very well. They concentrate well completing jigsaw puzzles, drawing pictures, painting and cutting. Staff talk to children about what they are doing and ask relevant questions to encourage children to think. Children enjoy learning to count and participate in activities to encourage sorting, matching and classifying. Children use mathematical language in play comparing groups of children and considering which groups have more or less in. They enjoy looking through books and are encouraged to develop their literacy skills in a room with many labels and symbols to encourage their early writing. They help to create wall displays of familiar stories which enables them to recall storylines whilst being creative and having fun.

Children's well-being and good health is encouraged throughout the nursery. They know to wash their hands after toileting and prior to eating. They enjoy eating tasty snacks such as fresh fruit and vegetables. However, the routine for snack time is not flexible enough to meet the needs of all children. Children learn how to use the environment safely by taking safe risks during outdoor play. They make great strides in their physical development and enjoy playing physical games such as climbing over logs and through tunnels in the vibrant, newly developed outdoor area.

Children consistently behave well and are encouraged to use good manners. They have formed good relationships with the staff and firm friendships with each other. They show a good awareness of responsibility and help to hand out resources and tidy up throughout the day. The staff work very closely together and are good role models for the children. Consequently, children of all abilities feel secure and make

the most of the many opportunities to learn through play.

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	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	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	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