

Clive Hall

Inspection report for early years provision

Unique reference number	144095
Inspection date	19/10/2011
Inspector	Denise Atkin
Setting address	52 Clive Road, London, SE21 8BY
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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

Clive Hall Day Nursery opened in 1998. It operates from a converted church hall which has been refurbished to accommodate the nursery. Children are accommodated mostly according to age across six rooms and have use of outdoor play areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It can cater for a maximum of 50 children at any one time, in the early years age group. Of these, not more than 42 may be under three years of age with no more than 21 under two years, at any one time. Currently, there are 53 children on roll. The nursery currently receives funding for free early education for children aged three and four years. Children attend a variety of sessions. The nursery opens five days a week for 51 weeks a year. Sessions are from 8am to 6pm. The manager plus 19 members of staff work with the children, of whom 14 staff have appropriate early years qualifications and two staff are on a training programme. The nursery incorporates the Montessori method in its teaching.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All children are supervised well by the staff and their welfare is promoted adequately overall, although there is a breach of a specific legal requirement. The effective way staff carry out their roles enables children to feel safe. Generally, all children make sufficient progress and some make good progress in their learning and development, although the outside area is under used. Provision of age appropriate learning opportunities for babies is more limited. The nursery is developing in the way it supports each child's learning progress, and children's cultural and religious identity is supported adequately. The leadership has already identified areas of staff development that will improve the provision for babies and demonstrates appropriate capacity to bring about the required development.

What steps need to be taken to improve provision further?

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

- ensure the risk assessment is reviewed regularly - at least once a year or more frequently where the need arises and record when it was carried out (Suitable premises, environment and equipment)
- 30/11/2011

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

- develop planning further to provide experiences suitable for the youngest children's stages of development and centred around the individual current interests of all children
- when possible link the indoor and outdoor environments so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

All aspects of the steps taken to safeguard children are satisfactory. A safeguarding policy is implemented suitably overall; all staff receive training and understand their roles and responsibilities in the work place. There are appropriate systems in place to make daily health and safety checks, and to identify dangers. The ratio of adults to children leads to good supervision of children. However, the record of risk assessment does not meet the specific legal requirement fully, as it does not give the date this assessment was reviewed. Additionally, the nursery is unable to demonstrate that a review was undertaken. The management carry out safe recruitment using effective systems to check the suitability of all staff members to be employed to work with children.

The nursery leadership show suitable ambition to drive improvement. Staff training needs are identified to improve the quality of provision for children in the Early years Foundation Stage. A recommendation from the last inspection to reduce the group size for babies has been carried out. This smaller group size enables the youngest of the babies to form secure relationships with adults. The evaluation of the nursery is satisfactory in identifying some improvements required, such as additional training for staff working in the baby room. Some development points are overlooked, however, owing to weaknesses in monitoring.

Equality and diversity is promoted adequately through the nursery's equal opportunities policy. The values underpinning the aim for each child are to feel welcomed, to progress and to succeed. Children are supported in exploring their religious identity through the festivals reflected at the nursery. Staff meet children's welfare needs suitably overall because they engage appropriately with parents to promote a consistent approach between the nursery and home. The garden area has recently been landscaped and is developing into a stimulating space inviting the interest of children. It is underused currently, which affects progress of those children who learn better in outdoor environments. The space within the main hall is planned well and the resources available are safe and fit for purpose providing good learning opportunities for the older children. Resources for the younger children are used less effectively.

The nursery has generally positive relationships with parents and partnerships are satisfactory in all major aspects. A parent said 'The staff are very friendly, we get daily written feedback and we can talk informally to staff about any concerns we have.' Lines of communication with parents and carers are satisfactory. A diary system encourages parents to write enquires or get a message to a particular staff member. Wall displays picturing children at previous activities and on recent visits out help parents understand their children's day. There is a twice yearly parents'

evening through which children's progress is shared. Parents' opinions are sought and they are invited to take part in surveys. The effectiveness of partnerships with others is adequate and the nursery is open to working alongside other professionals in health, education and social care. Suitable contact with local schools supports children when they leave the nursery.

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

The staff team plan suitable indoor activities on a weekly basis for the groups of children in their separate rooms. Activities include sensory experiences such as painting, play-dough and mixing jelly. There is also an emphasis on themes such as the natural world and cultural festivities. In the main room there is the provision for role play in the home corner, construction both small and large, dolls, train tracks, musical instruments and a quiet area for books, all of which children enjoy. The children are offered French lessons three times each week. The indoor provision offers a suitable range of experiences and equipment through which children can explore and learn. They experience an appropriate balance of adult-led activities and self directed play. Planning for the babies is the same as for the older children, however. This approach to group planning and themed activities does not always provide good developmental experiences for this younger age group. The staff team does not consistently make use of observations of each baby to identify their developing skills and plan some suitable play-based activities around them.

Different groups of children play outdoors in the garden, open space and sheltered area at different times of the day. Combined, the areas provide a range of appropriate learning opportunities. Currently, however, planning for the outdoor areas is not in place, which limits its potential. Additionally, children are unable to choose to move freely between the indoor and outdoor areas.

The Montessori teaching room accommodates children working in small groups and this enables the staff team to offer some appropriate challenges for the children. The children show suitable confidence in applying their new skills. They demonstrate control of a computer mouse, are keen to browse through books and use counting in their play. Children are enthusiastic about the group work they do on cultural traditions, the natural world and festivals. Such challenging activities support older children in making good progress in relation to their capabilities. In each room, the staff assess all children's progress appropriately. The information gained is not used consistently across the nursery, however, to plan play-based activities centred on children's interests.

The nursery staff team is clear about their daily roles and responsibilities and the atmosphere in all areas of the nursery is calm. As a result, the children and babies show they feel secure both in their rooms and when outside. The children know the routine and this helps them anticipate the day and grow in confidence, as they are able to respond to the expectations of those who work with them. The staff team in the Montessori room record children's individual experiences outside the

nursery and support them in talking about trips and holidays with family and friends.

Children are offered nutritious food cooked on the premises; additionally, they enjoy fresh fruit. Savoury snacks and water are offered throughout the day. Staff sit with the children at meal times broadening the children's understanding of healthy eating. The staff team encourages the older children to serve their own food and make decisions about the portion size. Children enjoy taking on such responsibilities. They understand the need for healthy hygiene habits and eagerly wipe their hands and faces after lunch. During outdoor playtime children run, cycle and play on a rocking toy. The staff team is warm and friendly and provide good supervision of the children in the playrooms, garden and at meal times. Staff members in the baby room stay in close proximity to the babies and the 'key person' system provides good support for children as they transfer from one room to another. Consequently, children are confident that they are being looked after and feel safe in their environment and in their relationships with adults.

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	3
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	3

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	2
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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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:

- The registered person must undertake a risk assessment of the premises and equipment: at least once in each calendar year (Suitability and safety of the premises and equipment) 30/11/2011

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 on the compulsory part of the Childcare Register (Suitability and safety of the premises and equipment) 30/11/2011