

1st Place @ Cambridge House

Inspection report for early years provision

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Inspection date	14/03/2012
Inspector	Sarer Tarling
Setting address	Cambridge House & Talbot, 131-139 Camberwell Road, LONDON, SE5 0HF
Telephone number	02077408070
Email	nicola.howard@1stplace.uk.com
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

1st Place @ Cambridge House registered in 2011. The nursery is located in a self-contained section of a newly refurbished community centre in Camberwell, in the London Borough of Southwark. The nursery is the provider's second establishment, the other site operating in Walworth. Children are based in one of three rooms, according to their age and stage of development. They also have use of communal play spaces, which are shared by all the children, including an outdoor play area.

The nursery is open from 8am to 6pm weekdays for 50 weeks per year. It closes for a week at Christmas and a week over the summer. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery may provide care for up to 50 children under eight years at any one time, all of whom may be in the early years age range. Not more than 15 children may be under 2 years at any one time. There are currently 50 children on roll who are all in the early years age range. The nursery supports a number of children with English as an additional language and children with special educational needs and/or disabilities.

The provider has a board of directors who support the nursery manager. There are 15 staff who work directly with the children, most of whom hold a recognised childcare qualification or are working toward one. The nursery promotes an individual approach to early education, which has been influenced by the early education practice of Reggio Emilia in Italy.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in a fully inclusive, caring and stimulating nursery where the provider and staff team value the uniqueness of each child. Exemplary systems are in place to observe, monitor and plan in order to help children reach their full potential. The nursery is highly committed to working in partnership with the families and overall this is very successful. Staff take a lead role in establishing highly effective working relationships with others to support children's learning, development and welfare exceptionally well. The provider's reflective approach incorporates information and suggestions from professionals, staff, parents and children. This forms a truly accurate self-evaluation, helping to guide well-targeted action plans and shows an excellent capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending the variety of opportunities to engage parents in working together with staff to promote their children's learning.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is paramount. Comprehensive policies and procedures, for the efficient and safe management of the nursery, help protect children from harm. Robust systems are in place for the recruitment and selection of staff and for monitoring their ongoing suitability. Staff demonstrate a comprehensive awareness of safeguarding issues and access regular training to ensure their knowledge is up to date. Staff work closely with parents and professionals to prioritise and deal with any concerns effectively. The nursery is a highly welcoming and stimulating environment where children explore safely. Staff are vigilant and security is robust. Records of risk assessments of the premises, activities and outings detail how staff remove or minimise any potential risks to children. Staff have a clear understanding of their role with regard to emergency evacuation and, by regularly practicing the procedures, help children to understand what to do in emergency situations.

Staff provide highly successful settling-in procedures and effective organisation of routines. Along with the excellent quality of staff interaction, this results in children showing an extremely strong sense of security. Furniture, equipment and resources are of high quality and, along with the excellent deployment of staff, support children's learning and development. Resources are stored at low level to enable children to self-select and therefore become independent and active learners. The nursery effectively promotes equality and inclusion. Children benefit from the rich diversity of the staff and families who attend. They learn to respect and value their own cultures, as well as those of others. The uniqueness of each child and the family is highly valued and planning for the individual child effectively helps to narrow any achievement gap. Management monitor activities and assessment rigorously to ensure children are fully integrated and achieve to the very best of their ability. Staff work very closely with parents and professionals involved with children with special educational needs and/or disabilities to set specific targets for their development, ensuring they make continual progress and reach their full potential.

Parents are heavily involved in decision-making on key matters affecting the nursery through the parents' forum and detailed surveys. Parents speak very highly about what the nursery has to offer their children. Right from the start, their views about their child's routines, needs and interests, are actively sought and this continues on a regular basis. They show immense satisfaction with regard to the information they receive regarding their child's daily routines, achievements and their fascinating learning diaries. Parents are actively engaged in children's learning in a number of ways, although staff have not explored this aspect of practice fully. Parents contribute to their child's learning review and periodically take home a teddy who 'takes part' in family events. The registered provider and manager provide outstanding leadership. They are enthusiastic and have a clear vision, which works effectively to inspire staff. All those involved with the nursery

contribute to the culture of reflective practice and meet regularly to discuss and develop the nursery in response to the needs of the local community.

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

Children are enthusiastic, inquisitive learners who play a dynamic role in the nursery. Even from a young age, children follow their interests, make choices and confidently explore the environment. Staff are accomplished at knowing when and how to interact with children, offering support and excellent questioning to develop children's knowledge and understanding. Assessment, through high quality observations, is rigorous. Staff use the information to analyse children's learning and provide next steps in their development, in partnership with information obtained from parents. As a result, children make excellent progress.

Babies feel secure through the highly effective key person system. Babies follow their individual routines for feeding, sleeping and changing. Staff implement robust hygiene procedures with regard to toys, nursery furniture, feeding equipment and bedding. The nursery supplies eco-friendly nappies and staff follow stringent changing routines. Babies receive cuddles and have lots of eye contact with staff, who respond enthusiastically to their early attempts to form words. They explore the interesting range of manmade, recycled and natural play materials. Babies have tremendous fun in squelching wet shredded paper and spreading paint. As a result, they enjoy their early learning through using their senses.

Staff encourage children to develop enquiring minds by giving them the opportunity to discover new skills and solve problems. Children's independence is promoted, as they are encouraged to manage toileting independently and to dress themselves for outdoor play. Menus are highly nutritious and reflect children's cultural and individual dietary requirements. Meal times are relaxed and enjoyable and children heartily eat the food they help to serve themselves. They show an excellent understanding of how to make healthy choices. Children show extremely good levels of concentration and perseverance as they build wooden structures outdoors. They skilfully use tubes to transport water from one container to another and confidently use large brushes to paint shapes on the windows. Children access the outdoor play spaces regularly and benefit from an excellent range of physical activities in the fresh air. Children thoroughly enjoy looking at books, relaxing together in the book area and using props to retell a favourite story. They listen intently, and actively join in, with a story about a bear hunt, told with intonation and wonderful expression. Following this, children use magnifying glasses to explore their surroundings, pretending to look for a bear in the nursery.

Children are eager to explore whatever is available to them and they meet every new challenge with a real enthusiasm. Children gather round to add ingredients to help make a dough mixture. Staff encourage them to describe the texture and to introduce new words such as 'squelchy.' Children are articulate speakers, recalling family events, such as helping to make dumplings and pancakes at home. Children show pride in their work. Staff encourage, praise and congratulate children for

their efforts, focusing on the learning process rather than the end of product. Children behave extremely well and know how to keep themselves and others safe. Children safely use a variety of tools, for example as they roll and cut shapes in the dough. Staff skilfully introduce addition and subtraction to the activity as children carefully line up their shapes on the table. Children explore their own creativity, independently selecting from the wonderful range of mark making and craft materials. Children are developing superb social skills, as well as more practical skills in using a light box, computer and cameras. This ensures children have excellent skills for the challenges of later life.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
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	1
The extent to which children make a positive contribution	1
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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met