

Southfields Community College Nursery @ Aspire

Inspection report for early years provision

Unique reference number

EY429774

Inspection date

09/02/2012

Inspector

Lorna Hall

Setting address

Southfields Community College, 333 Merton Road,
LONDON, SW18 5JU

Telephone number

02088705093

Email

jacqueline.valin@southfields.wandsworth.sch.uk

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Southfields Community College Nursery @ Aspire registered in 2011. The premises are a self-contained purpose built building in the London Borough of Wandsworth. The children have use of the school's swimming pool, dance studios, gym, all-weather pitch, climbing wall and the school library. There is a fully enclosed outdoor play area. The nursery is open from 7.30am until 6.30pm for 50 weeks of the year, closing for two weeks at Christmas.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register to care for 42 children under eight years; all of whom may be in the early years age group. Of these, not more than 15 may be under two years at any one time.

The setting employs eight staff, most of whom are qualified to degree level. There are 17 children on roll, of these eight are under two.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning. Effective arrangements exist to promote their safety and to ensure all the children have equal access to resources. However, staff are not always deployed to support the older children. Highly positive links with parents help to involve them in their children's care and education and they are kept well informed about their children's progress. There is a good capacity to sustain improvements because the leader involves others in the monitoring and self-evaluation process.

What steps need to be taken to improve provision further?

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

- improve staff deployment to ensure they support and provide suitable learning experiences for the more able children
- improve the arrangements to plan and deliver appropriate learning experiences for the more able children.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because the written policy has all the required information. Members of staff have good knowledge of how to identify, record and report safeguarding concerns. They liaise with the appropriate agency to ensure any concerns are dealt with in the best interests of the children. Effective

recruitment procedures mean that children are cared for by suitably qualified and vetted staff. All the records required for the safe and efficient running of the provision are up to date and meet requirements.

Partnership with parents is highly effective and the systems used to communicate with parents are exhaustive. Parents are heavily involved in decision making by contributing their views and suggestions. As a result, parents are full of praise for the progress their children make. The highly inclusive system of communication ensures there are productive and consistent partnerships, resulting in strong levels of engagement. For example, parents regularly meet with the leader.

The leader is involved in all aspects of the provision and supports staff through individual appraisals and team meetings. Strong links with others provide interesting opportunities for staff to attend training as part of their personal development. There is a clear vision for the nursery and this is communicated through regular staff meetings. The leader works closely with other senior staff within the nursery and has strong links with others such as the early years advisory team. These practices promote improvements and sustainability. Self-evaluation is used to reflect and identify strengths in the provision and some of the areas for improvement.

The learning environment is well laid out with a variety of resources and equipment and all the children have equal access. However, staff are not always effectively deployed to work directly with the older children, which impacts on the range of play experiences available to them. The outdoor area is inviting and children have opportunities to plant and they use recycled materials. The celebration of festivals and resources reflect the diverse community of the area and help to provide an inclusive environment for the children.

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

Children make good progress in an environment that enables them to learn through repetitive play. Key persons in the baby room know the children well and ensure they are challenged and stimulated appropriately. All children have equal opportunities to choose resources stored at their level; this promotes inclusion. However, some of the resources available for the older children lack stimulation so the children sometimes lose interest in an activity or play with resources inappropriately.

Children in the baby room initiate their play and adults provide support, praise and encouragement. For example, several times during the session the children bring books to adults to read to them. Older children initiate their play and are good at entertaining themselves, while adults prepare for the next activity.

Children's communication, literacy and numeracy are developing generally well. Good use of labels indoors and outdoors promotes their understanding that print carries meaning. They listen keenly to stories and make connections. There is a

well resourced pre-school room which is beautifully resourced to support the six areas of learning and also to enable the children to engage in spontaneous play. The writing corner has suitable and sufficient resources for children to practise their early writing skills. Children regularly help themselves to a book and this area is inviting and interesting. Singing sessions are lively and through their body language younger children show they enjoy these sessions. Musical instruments are easily accessible and children attempt to play to the beat of the music. Staff communicate with the children on their level and younger children look keenly at adults and attempt to mimic the words they hear. Lots of eye contact and reaching to touch the adult's mouth promotes the children's language development.

Children are independent and confidently explore resources at their leisure. Their understanding of information and communication technology is developing as they repeatedly push buttons, press levers and closely examine resources. Children in the baby room enjoy ample opportunities to promote their sensory development and they play with textured toys. Their facial expression is a clear indication that they enjoy these experiences.

Children, especially babies, show a strong sense of belonging as they build strong relationships with adults and each other. They work harmoniously with each other to build a large wooden train track just like the one they see in the book. Meal times and the celebration of festivals, such as Chinese New Year, provide good opportunities for them to learn about other cultures. There is good support for children and families who have English as an additional language and staff learn familiar words in the children's first language and where possible they use interpreters.

Children's individual uniqueness is celebrated and a large map with photographs of them and their family is used to identify their country of origin and the language they speak. They learn from an early age to use recycled materials in their play. The outdoor area is inviting and children have opportunities to plant vegetables. Within the classroom they show concern for the fish. Children play imaginatively with water and learn about capacity as they fill and empty different size containers.

Children demonstrate a mature understanding of safety in the way they cuddle up to staff and involve them in their play. They enjoy playing games such as peek-a-boo where they hide and wait for staff to find them. Space and low level furniture are well organised and suitably designed to promote the children's safety. For example, babies crawl and learn to walk, making good use of free standing equipment for support as they stand from a sitting position. Comprehensive risk assessments indoors and outdoors further promote the children's safety. Quality interaction and well organised routines help babies and very young children to become secure and confident in the setting.

Children enjoy interesting opportunities to play in the garden as part of a healthy lifestyle. They show confidence and good coordination when they ride bikes and climb and slide down the climbing frame. Low-level sinks enable them to wash their hands without prompting from adults and older children can help themselves to drinking water during the session. Good systems are in place to minimise the spread of infection and parents receive information about the care and exclusion of

children who are ill.

Children develop good skills for the future through the range of activities available to them on a daily basis. The system to observe the children during the settling-in period is effective as it allows staff to observe and plan for all the children.

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	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met