

# St. Andrew's Community Nursery and Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY437798
<b>Inspection date</b>	22/05/2012
<b>Inspector</b>	Marcia Robinson

<b>Setting address</b>	St. Andrew's Centre, Brockley Road, LONDON, SE4 2SA
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<b>Type of setting</b>	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**

St. Andrew's Community Nursery and Out of School Club has been established for many years and registered with the current trust in 2011. It operates from premises within the grounds of St Andrew's Church, in Brockley, in the London Borough of Lewisham. Children have access to a large hall and additional rooms for group or quiet activities. There are two outdoor play areas and use of the front garden. is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting may care for 91 children from two years to under eight years at any one time; of these, 53 may be in the early years age range. There are currently 50 children on roll in the early years age group. The setting provides free early education for three- and four-year-olds. It currently supports children who speak English as an additional language.

The setting employs 11 members of staff, including two managers, one of whom runs the nursery, and the remaining manager runs the out-of-school provision. The managers are qualified to level 3 or 4; all other staff hold relevant early years qualifications at level 2, 3 or above. The setting provides full day care for children in the early years age group, between the hours of 8am to 5.45pm, 51 weeks of the year. The out-of-school club is open each weekday from 3pm to 6pm, during term time only. The holiday play scheme is open each week day from 8.30am to 6pm during school holidays. At least eight staff work with the children in the early years age group each day. Children attend a variety of sessions.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The setting shows a strong capacity to maintain continuous improvement, as staff identify and act on most aspects requiring development. Staff implement a range of procedures that promote children's safety and welfare. Children make good progress in their learning overall, given their age, ability and starting points. This is due a well balanced curriculum that supports all areas of children's learning and development, although the outdoor learning environment is not yet used to its full potential. Staff work very closely with parents to ensure each child's needs are effectively met, although partnerships with others is less well established across all aspects of the provision.

## **What steps need to be taken to improve provision further?**

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

- extend partnership working with other settings that children attend, in all areas of the provision, to strengthen continuity in children's learning
- provide as much opportunity as possible for children to move freely between

indoors and outdoors.

## **The effectiveness of leadership and management of the early years provision**

Arrangements for safeguarding children are regularly reviewed, carefully managed and well understood by the designated person and all those who work with children. In-house safeguarding training enables all staff to respond appropriately if they are worried about a child. This helps to ensure children are well protected. Robust systems are implemented in the recruitment and vetting procedures of staff, including effective systems of induction and appraisals. Staff conduct mainly comprehensive risk assessments and daily safety checks to promote children's safety at the setting and while on outings. The setting is driven by a united staff team who show a good commitment to continuous improvement. They work closely with the Early Years Improvement team, reflecting on practice and implementing new ideas. These include the development of the outdoor play areas. The back garden now includes areas for planting and digging so children benefit from outdoor play in a stimulating learning environment. Staff use a range of methods to evaluate the quality of their services, including feedback from staff and parents and the views of some of the children.

Overall, deployment of resources is effective, as children benefit from a well-organised learning environment. Toys and other resources are used well both inside and outside the premises. Staff maintain high levels of supervision and support children well during play. Space is mainly used effectively, although the provision of outdoor play is not yet used to its full potential. For example, children do not benefit from free access to the outdoor play throughout the day. There is a good commitment to equality and inclusion throughout the setting and its practice. Staff support children in learning about all people in the community through use of a wide range of resources that promotes diversity. In addition, children learn about cultures and beliefs through well-planned activities and a range of events where parental participation is actively encouraged. Children experience food tasting, music and enjoy making flags and parents contribute to celebrations, such as Jamaican Independence Day.

Good relationships with parents mean children's individual needs are effectively met. Valuable information about children's home routines and family background is shared promoting a smooth transition from home. Parents are well informed of all aspects of the setting as well as their child's general well-being and the activities they have enjoyed. Regular newsletters and the setting's web-site enables parents to follow activities and all events of the day. Parents are provided with tailored guidance about being involved in their child's learning at home. For example, parents are encouraged to add their child's home achievements to a 'wow' board. Partnerships are well established with other early years providers and external agencies as appropriate such as the early intervention team. However these are less established for the out of school club. In addition, liaison with local schools children will be moving on to ensures effective transition arrangements are in place. Staff demonstrate a good understanding of the importance of a shared approach to children's care and learning, although this is not yet fully developed

across the whole of the provision.

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

Children make good progress in their learning, and are enthusiastic and inquisitive learners. They thoroughly enjoy their time in this stimulating and well organised learning environment. Photographs of children participating in activities, learning posters and creative displays of children's work adorn the walls. This creates a welcoming setting, motivating children to play, practise and develop skills across all areas of learning. Effective observations and assessments of children's progress and achievements are used well to identify the next steps in children's learning and is also used to inform planning. Focus planning of adult-led activities takes account of individual needs and interests. As a result, children are developing and learning at their own pace, with activities that extend their learning effectively. The setting is involved in the 'Every Child a Talker' project and communication, language and literacy is a strong feature in this setting. Children are confident and enthusiastic communicators as they freely engage in conversations with each other and staff. They sit in the cosy book corner and look at books independently or enjoy a range of interesting book and story time sessions. Children with English as an additional language are well supported. Key words in their home language are used to engage and support them in their daily routines and activities.

Children develop their free creative expression as they freely use a variety of art, craft and drawing materials effectively. They become engrossed in imaginative play and re-enact real life experiences while playing in the home corner. Various puzzles, construction resources and electronic toys are available for children to help them develop their problem solving skills. Staff encourage children to learn mathematical concepts, such as counting, colours, numbers and shapes throughout their play. For example, children aged three, confidently count to ten and beyond as they play basketball games outside and record their scores on the chalk board. The children go on regular outings in the local community to learn about the wider world around them. They learn about nature and living things as they plant and grow fruit and vegetables in the garden. These activities are linked to regular outings to the farm or to other places of local interest, such as the park. Children have plenty of opportunities to gain an awareness of technology. Older children demonstrate that they know how to switch the computer on, adjust the volume and use the mouse to operate simple programs. These experiences provide children with good opportunities to enjoy, achieve and develop their skills for the future.

Children learn about keeping safe as staff teach them how to prevent accidents when using tools and equipment, such as scissors. Children regularly practise the emergency evacuation routines and road safety on outings. Planned activities, including visits from the fire brigade also help children learn about staying safe. Children adopt healthy lifestyles through the daily routine and planned activities, such as gardening. They learn the importance of good personal hygiene, washing their hands at appropriate times and brushing their teeth after lunch. Mealtimes

provide good opportunities to talk about different foods. Children demonstrate their awareness of healthy eating when talking about the fruits they are eating or the foods that are good for them. They demonstrate a positive attitude to physical exercise and enjoy daily opportunities to play outside. Children play cooperatively and interact positively with each other and staff, creating a relaxed atmosphere. Staff act as good role models, supporting children in learning to share as they offer them meaningful praise and lots of encouragement. Consequently, children behave very well.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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