

IF Nursery

Inspection report for early years provision

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Inspection date	25/06/2012
Inspector	Linda du Preez
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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

IF Nursery, formally known as Beormund Crche, registered in 2001. The nursery is run by a voluntary management committee. It operates from a self contained area, on the ground and first floor of the Beormund Community Centre, on the Arnold Estate in the London Borough of Southwark. There are two playrooms, a dining room, a kitchen and toilet facilities. There is also an enclosed outdoor play area at the rear of the building. The Nursery is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. It is registered to care for a total of 20 children from two years of age to under eight years. Of these, no more than 20 children may be in the early years age group, and of these, no more than eight may be under three years at any one time. There are currently 25 children on roll aged from two to five years. The nursery operates from 9am to 4pm Monday to Friday, throughout the year. It closes for bank holidays, for two weeks in August, one week at Easter and two weeks at Christmas. It provides full and part-time care for children from the local community. The nursery supports children with special education needs and/ or disabilities and children who are learning English as an additional language. It receives funding to provide free early education to children aged three and four years. The nursery employs four members of staff, three of whom hold relevant early years qualifications. 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 inadequate.

The nursery is in breach of a number of legal requirements that relate to safeguarding children, staff's management of their behaviour, and children's learning and development. Not all children make sufficient progress in their learning and development. This is because of the staff's inability to manage some children's behaviour, which has a negative impact on their ability to learn and develop. Children are not fully encouraged to develop their understanding of healthy practices and systems for verifying visitors to the nursery are inconsistent. The nursery is not fully inclusive as staff do not plan and organise the sessions to meet all children's individual needs. Staff have an inadequate working partnership with parents and other agencies supporting children, which means they do not work together consistently to support children's learning. The committee and staff use self-evaluation to review the nursery's practice; however, this is currently not accurate in identifying key areas for development. As a result, they demonstrate an inadequate capacity to make continuous improvements.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

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| • manage children's behaviour effectively and in a manner appropriate for their stage of development and particular individual needs (Safeguarding and promoting children's welfare) | 31/07/2012 |
| • plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experiences that is tailored to meet their individual needs (Organisation) | 31/07/2012 |
| • maintain a record of the risk assessment stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation) | 31/07/2012 |
| • take all reasonable steps to ensure that hazards to children - both indoors and outdoors - are kept to a minimum (Suitable premises, environment and equipment) | 31/07/2012 |

To improve the early years provision the registered person should:

- review the system used to consistently verify the identity of any visitors, record their names, the purpose of the visit, and details of arrival and departure times
- improve children's understanding of healthy practices through, for example, improving hand washing routines
- improve the system for self-evaluation to accurately identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- improve the two-way flow of information with parents and other providers in order to work together to support children, identify learning needs and respond quickly to any difficulties.

The effectiveness of leadership and management of the early years provision

Staff do not carry out effective risk assessments of the premises and consequently not all hazards to children are kept to a minimum. For example, there are loose boards on the stairs and cuddly toys wrapped around the banisters. As a result, the banisters cannot be held onto properly in the event of a fall or trip.

Furthermore, the record of risk assessments does not contain all required detail such as when they were carried out, by whom and any action taken following a review or incident. These are breaches of legal requirements and pose a risk to children's safety. In addition, staff do not manage children's behaviour

appropriately and at times boisterous behaviour goes unnoticed. This results in children throwing objects at one another which put themselves and others' safety at risk. This is a further breach of a legal requirement. Most visitors are required to sign in and out of the nursery. However, the process is managed inconsistently, therefore records do not always detail visitors' arrival and departure times, whether identity was verified and the purpose of the visit. Staff have a suitable understanding of child protection procedures and they know how to implement the policies if any concerns are identified. Management implement recruitment and vetting procedures, which means that everyone has undergone checks that assess their suitability to work with the children.

Management are willing to improve the group further, for example, they seek some training opportunities to improve staffs knowledge and understanding of positive practice. However, ineffective staff supervision has meant that staff have not understood the training or implemented appropriate improvements. This has led to insufficient awareness of how to meet the learning and welfare needs of all children. Furthermore, they do not drive and secure improvement effectively due to inaccurate self-evaluation. Therefore, they do not identify the strengths and weaknesses in practice correctly.

Parents talk to the staff during drop off and pick up times and receive information through newsletters and notice boards. Some parents have access to their children's records on request and the staff discuss the children's individual progress during meetings. However, the process is inconsistent, meaning that some parents are not sufficiently involved in supporting and making decisions about their children's progress. Furthermore, some parents feel that the nursery does not take account of their views or concerns. This demonstrates that the nursery has an unsatisfactory approach to partnership with parents.

The nursery liaises with other agencies supporting children, although this information is not used effectively to fully support children's achievements and well-being. For example, strategies recommended to support children with behaviour and communication difficulties are not used consistently. This means children do not have their communication needs supported appropriately or their behaviour managed effectively, which impacts on their development. The staff work appropriately in partnership with local primary schools through discussions and sharing information about children's development and progress. This helps promote suitable channels of communication for transition to school

Children have access to an adequate range of resources that promote all areas of their learning and development. Equipment is in an acceptable condition and suitable for the age range of children present. Although staff are mostly deployed appropriately, they do not manage the group effectively.

Children have opportunities to learn about the world around them through resources, activities, topics and themes covering other countries and cultural festivals. However, the behaviour of some children and inappropriate management of this by staff has a detrimental impact on the atmosphere, making it unsettling and disruptive. Consequently, some children feel uninspired and do not feel able to participate in the activities provided. Furthermore, some children do not receive

adequate support in order to meet their individual needs and routines.

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

Children arrive at the nursery and find their name to self-register. Staff set out the nursery to reflect the six areas of learning through an adequate range of different activities indoors and outside. However, staff do not currently plan effectively or organise the daily routine to meet children's individual needs. This means that there are missed opportunities to plan meaningful activities based on children's individual interests. For example, some children arrive in the morning full of energy and are not able to play outdoor area as the activities are limited to indoor provision for the first half of the session. Staff engage most children in conversations about their interests. For example, as a child mixes corn flour a member of staff ask about how it feels, what it looks like and what she likes about it. However, due to the behaviour of some children, not all children are confident to talk during activities and appear unsettled. Children have adequate opportunities to participate in games to encourage their mathematical skills, such as puzzles and problem solving games. They have access to a computer to enable them to develop adequate skills in information technology. Most children occupy themselves throughout the day by accessing equipment and resources from low level units. However, due to the insufficient management of behaviour, some children become unsettled which limits their play and learning experiences. Staff interaction with the children is sometimes sporadic and they do not notice when some children are behaving inappropriately. This has a negative effect across the setting and limits children's understanding about rules and boundaries, which impacts on their ability to feel safe within the setting. Children have opportunities to participate in imaginative play in the role play areas and enjoy creative activities such as painting and collage. Staff encourage children's emerging writing skills by making pens and paper available to them throughout the provision. Children make marks and produce recognisable symbols and letters. Staff display children's work around the room to place value on their contributions. Children help to tidy up and clean away throughout the day. They set up and prepare for lunch, counting out cutlery and laying the table. This enables children to make a positive contribution within the setting. However, lack of behaviour management impacts negatively on maintaining positive relationships throughout the nursery. Overall, this impacts on children's ability to develop suitable skills for their future learning.

Children are developing a suitable awareness of a healthy lifestyle, they benefit from healthy meals throughout the day, such as fresh fruit and pasta at lunch time. Children enjoy some activities in the outside area which enable them to learn to move confidently and safely and this enhances their physical wellbeing. Children are learning to wash their hands after toileting and prior to eating. However staff dilute soap, which does not fully encourage children to learn about the importance of healthy practices.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	4
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	4
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	4
The extent to which children develop skills for the future	4

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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:

- ensure that children's behaviour is managed in a suitable manner (How the childcare provision is organised) (also applies to the voluntary part of the Childcare Register) 31/07/2012
- ensure that the childcare is accessible and inclusive by taking all reasonable steps to ensure that the needs of each child, relating to their childcare, are met (How the childcare provision is organised) (also applies to the voluntary part of the Childcare Register) 31/07/2012
- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (Suitability and safety of premises and equipment) (also applies to the voluntary part of the Childcare Register) 31/07/2012

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 under the Early Years Register (take action as specified under the Early Years Register (How the childcare provision is organised/Suitability and safety of premises and equipment) 31/07/2012