

# Gumboots Community Nursery

Inspection report for early years provision

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**Unique reference number** 107477  
**Inspection date** 18/07/2012  
**Inspector** Linda du Preez

**Setting address** 171-173 Crystal Palace Road, London, SE22 9EP

**Telephone number** 020 8693 8726

**Email**

**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

Gumboots Community Nursery registered in 1986 and is run by a voluntary committee of local people and parents. The nursery is located in the East Dulwich area of the London Borough of Southwark. It is situated within purpose-built premises consisting of three group rooms, a multi-purpose room, office, staff room, kitchen, toilet facilities and large enclosed outside play areas. It is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register for 50 children under 8 years; of these, not more than 50 may be in the early years age group, and of these, 12 may be under 2 years at any one time. The nursery is open from 8am to 6pm each weekday, for 50 weeks per year. Children come from the local community area and there are currently 86 children on roll under the age of five years. The nursery is funded to provide free early education to children aged two, three and four years. It supports children with special education needs and/ or disabilities and children who are learning English as an additional language.

The nursery employs 16 staff all whom hold relevant qualifications including one member of staff holding Early Years Professional Status, one holding a Foundation Degree in Early Years and two who are qualified at level 4. 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 outstanding.

All children and families are highly valued in this welcoming nursery and the staff team are dedicated to promoting the unique needs of all children. Overall, children make outstanding progress in their learning and development, due to the excellent support they receive from staff. Management and staff are highly committed to meeting children's welfare needs to an extremely high standard and the nursery has exceptionally positive relationships with parents. The manager and her team are extremely reflective, incorporating information and suggestions from parents, which ensures an outstanding capacity to maintain continuous improvement. The nursery has an excellent approach to working in partnership with outside agencies.

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

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

- developing systems so that all adults have a consistent approach in helping children learn to hear and say the initial sound in words and know which letters represent some of the sounds

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

Management implement robust recruitment and induction procedures to check that staff are suitable to work with children. The staff team participate in regular safeguarding training and have an excellent understanding of their roles and responsibilities in protecting children. Furthermore, staff effectively teach children about safe play to help them make sensible decisions. Staff conduct detailed risks assessments to check that children have a safe and secure environment in which to play.

Management are highly committed to incorporating the views of staff, parents, and children into the evaluation of the nursery. All previous recommendations have been successfully implemented and many additional improvements have taken place. For example, the nursery has undergone a highly impressive refurbishment, which has had an extremely positive impact on the overall quality of provision. Furthermore, staff have participated in quality training and development which enables them to make excellent use of the provision so that they can improve outcomes for every child.

Toys and equipment are very clean, well-organised, and suitable for all children present. All resources promote all areas of development very well and children benefit from access to outstanding outdoor experiences. Staff offer an excellent balance of adult-led and child initiated play, they support children when needed, but also encourage them to be independent and develop new skills.

Staff effectively promote equality and diversity by displaying positive images of people from different backgrounds around the nursery and celebrating many cultural festivals. Innovative systems are in place to support children with learning difficulties and disabilities. Staff caring for children with disabilities have excellent knowledge and understanding of the children in their care, helping to promote their wellbeing exceptionally well. Staff work closely with parents and external agencies to ensure that individual programmes are implemented effectively, so that the individual needs of children met to an exemplary high standard.

Relationships between parents and staff are relaxed and extremely well established. Staff gather highly useful information from parents about children's starting points, interests and routines. Parents comment on the strong attachments between the staff and their children and the high quality of learning and care their children receive. Staff meet with parents on a regular basis to discuss children's needs. This enables parents to share learning priorities and enhances continuity in care.

Partnerships with other professionals and agencies are outstanding. Staff work extremely well with outside agencies to support all aspects of children's care, learning and development. The nursery arranges visits to local primary schools and shares relevant information about children's learning and progress. They take the lead role in opening channels of communication to ensure continuity for children

and their families.

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

The kind and caring staff team warmly welcome children and parents into the nursery. Each child benefits from a special person allocated to support them as they settle in. The 'key persons' manage their role extremely well and monitor children's progress effectively using the Early Years Foundation Stage. Babies enjoy crawling around, selecting books to look through and toys to explore. They laugh and shout with delight as they learn to play alongside each other and join in with singing and clapping games enthusiastically. Children communicate with confidence, talking with a great deal of enthusiasm about their activities as they demonstrate active imaginations. For example, pretending to wash the babies in the water tray and they pretend to serve and mix food in the outdoor role play area and explain, 'we are eating, we like cooking'. Staff encourage creative development by providing an abundance of resources inside and out. They display children's artwork around the nursery to place value on what they have produced.

Children are developing excellent skills for their future. They make marks enthusiastically, producing recognisable symbols and letters. Staff encourage children to practise and develop their early-writing skills, by helping children learn to hear and say the initial sound in words, although their approach is occasionally inconsistent. Staff develop children's mathematical thinking in all age groups; they sing simple counting songs to babies, introduce toddlers to puzzles and encourage older children to solve more complex puzzles and games. Children benefit from using excellent technological equipment, such as computers and programmable equipment and toys. Children benefit from learning to grow vegetables, which they help to prepare and eat for snack; consequently, they develop an excellent understanding of the natural environment.

The nursery has an outstanding approach to promoting children's health and wellbeing. Children learn about how their body works through excellent well-planned activities. They know it is important to wash their hands prior to eating and staff reinforce the importance of hygiene through discussions and explanations. All children enjoy eating high quality tasty meals, which are prepared fresh each day. All age groups make great strides in their physical development, babies relish climbing and clambering over age appropriate toys and older children enjoy using an extensive range of equipment to develop their skills in climbing, jumping and balancing.

Children are developing an excellent sense of safety as they learn how to use the environment safely by taking safe risks with resources and whilst playing outdoors. Children are extremely well behaved; they share and collaborate with each other in their play. The nursery is calm, whilst being vibrant with exciting activities. The staff are superb role models for the children. Consequently, children of all abilities feel valued and opportunities to learn through play are limitless.



## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

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