

Rye Garden Day Nursery

East Dulwich Road, Peckham Rye Park, LONDON, SE15 4HQ

Inspection date	15/10/2012
Previous inspection date	29/08/2012

The quality and standards of the early years provision	This inspection:	4
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not effectively plan the day to meet the individual needs and interests of children and this leads to many incidences of frustration and conflict
- Staff do not identify aspects of the environment and the space indoors is not effectively planned which impacts on children's safety and wellbeing
- The deployment of staff is not effective to support the individual needs of children which compromises their care and welfare
- Staff have limited understanding of how to implement the learning and development requirements and the learning environment is not enabling to motivate and stimulate children. Observation and assessment is inconsistent. As a result, staff are unable to identify where all children are at in their stage of development in order to plan appropriate next steps to support them in making progress
- The required documentation is not available to demonstrate if staff qualification requirements are adhered to and whether staff have attended first aid training in order to care for children appropriately in the event of any accidents.

It has the following strengths

- Children have a lovely garden to explore and they enjoy playing and discovering the natural environment.
- Staff are kind and caring and have developed warm relationships with children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spent time observing staff and child interaction and observing children in their play and exploration.
- The inspector spoke with staff and discussed observation, assessment and planning and looked at the methods they use to ascertain children's needs and interests.
- The inspector looked at documentation in order to assess if welfare requirements are adhered to and spoke with staff to in order to identify their understanding.
- The inspector looked at how the children engaged with the premises and equipment both indoors and outside.

Inspector

Justine George

Full Report

Information about the setting

Rye Garden Day Nursery registered in 2012. It operates from a single storey building situated in the grounds of Peckham Rye Park, Southwark, London. It is one of two day nurseries operated by this provider. The nursery is divided into two rooms, one accommodating children from three months to under two years and the other room for

children aged two to five years. There is a small kitchen, although main meals are prepared at the sister nursery and transported to the setting. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. The nursery currently has 22 children on roll. This includes nine children under two years and four children who attend after school. There are no children on roll who speak English as an additional language or with special educational needs and /or disabilities. The nursery opens each weekday from 7.30am to 6pm all year round, except for bank holidays and one week at Christmas. The registered provider is the nursery manager and has Early Years Professional Status. The nursery currently employs six staff.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve observation and assessment to understand the level of children's achievement, interests and learning styles to shape the learning experiences for each child
- develop the educational programme in all areas of learning by planning challenging and motivating experiences for children's individual needs and interests to ensure they make progress in their learning and development
- implement each area of learning and development through planned, purposeful play and through a mix of adult-led and child-initiated activity, ensuring that indoor and outdoor spaces and resources are planned to enable children to explore, build, move, and role play safely.
- help children to learn how to manage their feelings and to understand appropriate behaviour to reduce incidences of frustration and conflict
- ensure records are easily accessible and available.
- ensure all staff take responsibility and understand risk assessments to provide a safe environment for children and to support children in learning about personal safety. For example, keep fire exits free from obstruction and have well-planned areas that allow children maximum space to move and explore in safety
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (also applies to the compulsory part of the Childcare Register)
- ensure at least one member of staff who has a current paediatric first aid certificate is on the premises at all times when children are present, and must accompany children on outings.

- ensure the manager holds at least a full and relevant level 3 qualification and that at least half of all other staff a full and relevant level 2 qualification.

To further improve the quality of the early years provision the provider should:

- support and interact with children during play to encourage them to develop their ideas and to extend their concentration, exploration and involvement in activities.

Inspection judgements**How well the early years provision meets the needs of the range of children who attend**

Adults do not have a clear understanding of how to implement the requirements of the Early Year's Foundation Stage (EYFS). This impacts on the quality of engagement of staff and the experiences for children. Adults do not fully help children to develop a positive attitude towards learning as activities lack stimulation and challenge. For example, children play with musical instruments, but they do not use them as intended, as there is no clear learning intention or guidance from staff. Observation does not accurately identify children's capabilities and area of need. Furthermore planning does not cover all the areas of learning and is not adapted to the meet the individual needs of older children in the group. Adults provide some experiences for children to enjoy. At present children are learning about occupations. They look at a book to learn about the role of a fire fighter and use dressing up clothes to develop awareness of the different roles of people. They draw a fire engine, but activities are adult initiated, and children have very few opportunities to develop their own ideas. Children have some free play opportunities; they can choose from the resources available and staff set out activities of mark-making and number games. However, adults do not effectively support children through good quality engagement and communication and children easily lose focus. As a result, children are not motivated to learn and lack concentration. Furthermore, children's behaviour often becomes challenging and adults spend too much time resolving issues and conflict.

In the baby room, very young children explore suitable play provisions. Babies shake or bang rattles and explore soft toys. They look at a book and puppet and listen to the adult reading, developing an enjoyment of books. Children explore the dough where they enjoy manipulating and exploring texture. This supports children in developing their sensory awareness and eye and hand coordination. Adults often change activities before the children have completed tasks to their satisfaction. Staff lack knowledge and do not effectively engage with children to extend their play experiences. Children enjoy playing with balls and toys are set out for them to explore. However, space is not well planned and therefore children there is little room for babies and toddlers to move around, explore their environment and learn through play.

The contribution of the early years provision to the well-being of children

The deployment of staff is not effective and this impacts on children's behaviour and welfare. Children find it difficult to share which results in conflict, and emotional outbursts

are often observed. Although adults manage this suitably, they have not identified strategies to prevent such situations from happening. For example, at meal times or when there are changes in the routines, children often have to wait for periods of time and become bored and restless. This results in children throwing cutlery or irritating the child sitting next to them. Children find it difficult to take turns and share and adults do not support them effectively in learning about fairness. Adults plan group games on occasions to help children learn to take turns but they are not consistent in their approach throughout the day.

The organisation of the routine, space and staff support impacts on children's safety and wellbeing. Toddlers enjoy throwing balls, but do not have ample space to do this safely, for example, out in the garden. As a result, children throw balls indoors which is a risk to very young children who are unable to move out of the way. Furniture and toys often obstruct children and limits the space available. As a result, space feels cramped and children sometimes fall over things. Staff care for babies warmly and very young children enjoy cuddles when they are having their milk. Staff sit with babies to help them explore and to offer emotional support. However, when several very young children become upset and at meal times, individual care is compromised.

Children benefit from using the garden and make the most of nature. They enjoy digging and making mud pies, 'soup', and a pretend campfire, as they mix sand, water and earth. As a result, children have opportunities to learn about the natural world and benefit from fresh air. To develop their large motor skills, children go to local parks to use climbing equipment, which offers challenge. Children are well supported in learning about nutritional health. Adults encourage children to try different foods and explain the benefits. For example, 'try some salad as it is good for your body' or 'drink some water as you have been busy outside'. Children enjoy healthy snacks throughout the day of fresh fruit. The pizza at lunch is a particular favourite with most children who request more. Children use cutlery and their hands to feed themselves and are able to help themselves to salad, developing independence.

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

Leadership and management are not effective as weaknesses in the setting have not been identified in order to promote good outcomes for children. As a result, self-evaluation is weak. However, leaders show the capacity to drive some improvement. Planning systems are under review. Managers are also looking at implementing staff appraisals. However, because the manager works directly with children she has had little time to implement this. There are suitable opportunities for adults to develop professionally. Plans are in place for staff to attend first aid training and to achieve a higher level childcare qualification. Most of the required documentation is in place. Therefore, children are cared for in line with parent's preferences. However, documentation relating to staff qualification, including first aid was not available at inspection. Therefore, it is unclear if children are cared for by suitably qualified adults or if there are suitably protected in the event of an accident.

Adults demonstrate some awareness of safeguarding procedures. All staff have been checked to help ensure their suitability. Staff are aware of child protection issues and follow the correct referral procedures in the event of any concerns. This helps to protect vulnerable children. Adults protect children from unfamiliar adults, as they are aware of the procedures of checking the identity of visitors. However, adults do not effectively promote the safety of and support children in learning safe practices. For example, fire exits are obstructed with boxes and outdoor boots. Adults do not talk with children or remove such obstructions to ensure their safety. Furthermore, toddlers carry chairs to the sink and adults have not thought about preventative measures to prevent the risk of accidents.

Partnership with parents is satisfactory. They receive information and posters are displayed to inform them of the nursery's responsibilities in caring for children. Regular communication is shared about their children although this is mostly about their care and how they settle into the nursery. As a result, parents are not fully aware of the progress children make in their learning and development. Staff are aware of the need to work in partnership with other early years providers or childcare professionals should the need arise.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- take action as specified in the early years section of the report (Welfare of the children being cared for, Suitability and safety of premises and equipment, How the childcare provision is organised, Records to be kept).

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY443480
Local authority	Southwark
Inspection number	886150
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	22
Name of provider	Joy Inemesit Alli
Date of previous inspection	29/08/2012
Telephone number	07904047117

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 4234, 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.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

