

IF Nursery

177 Abbey Street, London, SE1 2AN

Inspection date

23/10/2012

Previous inspection date

25/06/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled in the nursery and keen to learn. Their self esteem is greatly nurtured by caring staff and they have a great bond with their key workers
- The management team monitors the nursery well and encourages the staff to attend training to enhance their knowledge; this benefits the children
- Staff promote the children's communication skills well, they are able to ask inquisitive questions to enhance their knowledge and understanding of the world around them.

It is not yet outstanding because

- Opportunities to enhance children's independence skills during meal times are not fully embraced
- Documents used to assess the children's learning and development are not fully up to date.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector talked with the staff and parents and had discussions with the manager
- The inspector observed children's play and the interaction with staff both inside and out
- The inspector examined a sample of documents including children's records, developmental plans and observations and staff suitability records

Inspector

Rebecca Hurst

Full Report

Information about 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. The nursery takes up to 20 children and there are currently six 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.

The nursery employs five members of staff, two of whom are level three, two are level two qualified and the manager is degree level qualified. The nursery receives support from the Early Years Development and Childcare Partnership.

What the setting needs to do to improve further

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

- Update the documents used to assess children's stages of learning and development to bring about best possible outcomes
- Develop further children's independence skills by allowing them to prepare their own snacks and serving their own meals.

Inspection judgements

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

Children arrive at the nursery ready to learn. They are eager and enjoy self registration. This teaches them early word recognition. Children happily move around the nursery playing with fun and exciting resources. Staff are caring and enthusiastic about teaching the children. They plan well for the children's individual needs as well as their interests. This has a positive impact on the children's learning and development. Children are all making good progress from when they first started. Children's observations are linked to the areas of learning and are used to future plan but have not been fully updated to reflect recent guidance, making tracking inconsistent in some areas.

Staff are skilled in using open ended questions to get the children to think about what they are doing. They also have a good use of descriptive language to enhance the children's communication skills. Children enjoy looking at different insects and take time to look closely at a spider they found in the classroom. Staff asked the children to compare

how it moved to the slug they had just seen. Children were enthralled in the spontaneous activity which led onto further activities. Staff extend activities well. During an activity to draw pigs children ask if they can paint them. To extend the activity staff get different coloured paints to mix to make the colours. Staff ask the children what they need to do to make the colour pink. They use words such as mix, light, dark and match to extend the children's communication skills.

Planning covers all seven areas of learning well and the children's next steps of learning are used successfully overall to help children progress in their learning and development. All resources are stored and accessible so the children can help themselves at any time. There is a good use of dual language signs around the nursery. This allows the children to learn different words as well as engage their interest when they are settling in.

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

Children move around the nursery safely and confidently. Staff praise the children well throughout the day which develops the children's self esteem and their confidence well. The good use of stair gates allows children to play safely and not to be able to access areas which are unsafe without adult supervision. Children demonstrate they understand how to handle resources safely as they move from the cupboard to the table whilst holding scissors. Children work closely together and share resources really well. When getting resources for themselves, children will also get resources for other children for them to use and play with. Staff have a good understanding of behaviour management. Given the children's ages and stages of development they are very well behaved.

Children enjoy free flow access to the large garden. It is well stocked to allow children to develop across all seven areas of learning. Children grow their own plants and enjoy digging and looking for bugs and insects. They enjoy developing their physical development through the ride on toys and moving tyres around to build different structures.

Children have freshly prepared fruit for snack time. Currently staff prepare the snack for the children. The children help themselves to the fruit and staff praise the children well for trying fruit such as melon. Children are fully aware of why they need to wash their hands and need little reminding to wash them before any meals are eaten. At lunch time staff also serve the children's packed lunch to them. As a result, there are missed opportunities to enhance further the children's developing independence skills. Staff work closely with the parents so the children's lunches are healthy and nutritious.

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

There are effective arrangements in place for safeguarding children. The manager and provider work closely together to make sure there are robust systems in place for checking the suitability of staff. Staff have regular safeguarding and first aid training and

have a good understanding of their roles and responsibilities in safeguarding the children. Regular risk assessments take place as well as fire drills to ensure children's safety. The manager places high priority on protecting children's welfare and this is shown in the care given to the children.

The manager has worked closely with the staff team to bring about positive changes to the nursery. She works with the local authority and actively seeks support and advice. Actions plans have been put into place since the last inspection and clear improvements have been made. The manager and the staff team work together to assess what is on offer for the children and they accurately identify areas for improvement. Staff receive regular appraisals from the manager and the provider. They identify areas for development for the staff and they attend training to enhance their knowledge.

Parents express their appreciation of the staff's work and their support in helping their children to learn and develop. They appreciate the attention to detail the staff make with their children's individual learning outcomes. Staff work very well with the parents, including sending home books for the children to read. They suggest parents with English as an additional language speak in their home language so that children can develop both English and their home language. Parents also attend regular meetings with the staff to discuss the children's developmental progress. Staff also aid the parents with their children's speech. They work together on different phonic sounds to teach the children about letters and words. This provides great continuity of care in supporting children's ongoing progress.

Transition to school is well supported because staff share different books with the children and talk about what to expect when they arrive. Staff are currently working on establishing partnerships further with local schools and nurseries as well as local speech and language therapist.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are
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		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	107416
Local authority	Southwark
Inspection number	888003
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	6
Name of provider	The Beormund Community Centre

Date of previous inspection	25/06/2012
Telephone number	020 7237 9313

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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.

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