

Sankofa

14 Sharratt Street, Peckham, London, SE15 1NR

Inspection date	20/06/2013
Previous inspection date	21/07/2010

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

The quality and standards of the early years provision

This provision is satisfactory

- Staff work well together to provide a welcoming learning environment where all children are included and valued
- Relationships with parents are positive. Staff keep them well informed about their children's progress and welcome their comments.
- Staff have a secure knowledge of safeguarding procedures. Suitably robust procedures are followed with regards to staff recruitment and vetting to help keep children safe.

It is not yet good because

- Staff do not manage children's behaviour effectively and the nursery does not always implement the behaviour management policy and procedures to ensure children's behaviour is supported fully.
- Staff do not use appropriate strategies to support children to consistently manage their behaviour. As a result, children do not always understand the boundaries in place.
- Large group activities do not fully encourage children to be involved and to concentrate, therefore impact on their learning and progress.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed children in the nursery environment both in the indoor and outdoor play area.
- The inspector observed the staff's practice and talked to them at appropriate times throughout the inspection.
- The inspector reviewed documentation and policies and sample children's development records and observations.
- The inspector considered the views of parents spoken to at the inspection.

Inspector

Marvet Gayle

Full Report

Information about the setting

Sankofa Day Nursery has been registered since 1999 and is a privately run day nursery, which serves families from the local residential area. It operates from a ground floor, detached premises, which forms part of a housing estate between the Old Kent Road and Rotherhive areas of the London borough of Lewisham. The nursery is open from 8am until 6pm Monday to Friday, all year round. The group room is open-plan with a quiet area used for sleep times after lunch. In addition, there is a kitchen, an office and toilet facilities. There is an enclosed outdoor play area for children. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare. The nursery supports children with special educational needs and/or disabilities, and children who speak English is an additional language. Four staff work directly with the children and staff work on a full and part-time basis. Three staff hold an appropriate childcare qualification.

What the setting needs to do to improve further

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

- implement the behaviour management policy and procedures to support children's behaviour, and ensure the named member of staff responsible for behaviour management has the necessary skills to advise other staff on behaviour issues and to access expert advice if necessary.

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

- review large group activity times to ensure all children are involved and concentrate at these times
- strengthen the programme for children's personal, social and emotional development in order that children develop their understanding of the behaviour expectations and boundaries in place, and their feelings.

Inspection judgements

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

Staff have an adequate understanding of the Early Years Foundation Stage Framework learning and development requirements. Children are happy at the nursery and appear to

enjoy the range of activities on offer. They make satisfactory progress in their learning and development and are appropriately prepared for the next stage in their learning. Children move around the nursery freely, exploring the range of resources available and making choices in their play. However, large group activities do not consistently focus on children's individual learning needs to ensure children are able to become involved and can concentrate to promote their learning and progress fully. Observations of the children's play are recorded in their development book. This information is used to inform and track children's progress in the areas of learning making the planning process a smooth one for staff. However, suitable activities are not identified to support children understand their boundaries. As a result, children's behaviour is not always managed appropriately by staff to ensure children develop their understanding of how to manage their own behaviour.

Educational programmes cover all areas of children's learning. Staff are appropriately involved in children's play promoting communication and language. However, staff sometimes misses opportunities to extend children's learning further. For example, as the children played with a toy with facial features, talking about different faces. Staff do not encourage children to talk about their feelings to support the children to understand their own emotions. For example, what makes them feel sad, happy, angry and what they would like to change. Children show an interest in books and generally listen well to story 'Dear Zoo' told by a member of staff. The older children join in enthusiastically as the staff read the story and show the different size of the animals with her hand movement. However, no additional props were used to engage the younger children's interest and concentration. Children learn about different countries and cultures through themes, such as 'Sports for all' where the children talk about different sports, athletes and countries. Resources such as dressing up costumes from around the world help the children notice differences and similarities, helping them to value and respect diversity. Children use battery operated toys, and a range of different model animals, which raises their understanding of the world. Children learn about weight, shape and height as they play in the sand and with the bricks in the garden. Children learn new skills as they ride bikes and cars and move around each other with care, showing an awareness of safety. At times, staff engage children's interest well, for example, about a toy one of the children wanted to share with the group. Other children demonstrate some good listening skills, showing interest and taking turns to say what they wanted and valuing each other's contribution to the conversation. The children talk about experiences from their own lives, using appropriate language and actions.

Parents receive a summary of children's progress twice a year, helping to keep them informed of how their children are getting on and what their next steps are in their learning. Staff welcome parents' comments to help them consider children's all round needs. This suitably promotes a consistent approach to supporting children at home and at the nursery. Parents are provided with some information about the Early years Foundation Stage framework and also about events in the nursery.

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

Staff organise the nursery space well to provide a positive caring place, where all children are respected and included. The nursery operates a key person system and children show their fondness for staff. For example, they put together a toy for staff. However, staff lack effective skills to support children with challenging behaviour appropriately. Some children sometimes find it difficult to wait and need lots of attention from staff and as a result, other children become loud and noisy. At times, they behave in ways that are unsafe for themselves and others. For example, one child tried to kick the brick structure he built while two other children were standing close by. Although staff speak to the children about their behaviour, strategies to support children's behaviour are not always consistent. A lack of clear boundaries and sanctions mean that children gain little understanding of how to manage their own behaviour. As a result, children do not always feel secure and settled. Staff are aware of this and said they are committed to improving the systems to support the children better.

Children are suitably prepared to make the change from nursery to school as the nursery invite the reception teacher from the local school to speak to the children. This helps children to develop a secure understanding of future changes. The children are encouraged to be independent, for example, eating with a knife and fork and having a go at cutting their own food. Children wash their hands after playing outside and before eating, helping to reduce the risk of infection. Children's dietary requirements are known and appropriately catered for, they are provided with a healthy menu and enjoy daily outdoor play. This helps them to understand what constitutes a healthy lifestyle and to develop important skills for their future wellbeing.

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

Staff have an appropriate knowledge of the Early Years Foundation Stage and the requirements to meet. However, not all requirements are fully met as staff do not follow some policies and procedures to support all children to feel secure. The management do not ensure the behaviour policy and procedure is implemented and effective in order to support the children's personal, social and emotional development..

Staff have a secure understanding of how to safeguard children and they are confident with the procedures to follow should they have any concerns about children's welfare. Staff are able to soundly identify the signs and symptoms that might cause them concern about children's well-being. Safeguarding and complaints policies are shared with parents, so they are aware of the nursery's responsibilities. There is a safer recruitment procedure and staff induction process in place, which confirms staff suitability to work with children. Staff clearly understand the need to keep children safe. They have adequate systems in place to make sure the premises are safe and secure. Risk assessments help staff to identify possible hazards to children and staff take appropriate action to overcome these. All necessary documentations are in place with staff and parents aware of them. There is an effective system for registering children's attendance. Staff record when children arrive and leave the nursery, ensuring the children are kept safe.

Self-evaluation is adequate and identifies some areas of improvement and necessary actions they need to take to develop areas of weakness. Staff demonstrates a desire to improve the quality of the nursery for children. The nursery works with the local authority to evaluate their practice. The manager monitors the work of staff and a training plan is in place. All staff have regular opportunities to discuss their practice with the manager and they identify training opportunities to support their professional development. Staff undertake further training to support their role, such as food hygiene and working with children with autism. The staff have a very positive attitude to inspection and the management seek feedback from staff, parents and the local to develop a realistic development plan.

Staff have some suitable childcare and interactive skills. This enables them to plan and provide suitable support for some children, and interesting activities to promote their learning. Staff maintain satisfactory development records for all children, which they use appropriately to plan for children's progress. Staff observe children's progress and track their development. The manager monitors these, to ensure they contain information about children's progress and development in all areas. However, some children are not making good enough progress in their personal, social and emotional development.

Staff work closely with parents and teachers of the school where children will be attending. These links promote suitable partnerships to support children appropriately. Parents have access to some good information, such as a parent's notice board and a regular newsletter. This keeps parents parents of what is happening in the nursery. Parents are encouraged to take part in the nursery by volunteering their skills, helping them to understand what and how their children are learning while at nursery. Parents' spoken to during the inspection, said they were satisfied with the support of the nursery.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	129049
Local authority	Lewisham
Inspection number	842884
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	21
Name of provider	Joyce Baptiste
Date of previous inspection	21/07/2010
Telephone number	0207 2776243

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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, which are usually the childminder's 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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