

# Rockingham Community Day Nursery

Falmouth Road, LONDON, SE1 4JW

<b>Inspection date</b>	21/05/2013
Previous inspection date	04/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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

- The key person system is successful in helping children happily settle and develop positive relationships with the adults who care for them.
- Partnerships with external agencies, local schools and parents are well established to enhance learning for all children.
- Staff undertake thorough observations, which are reflected in the planning and meet the unique needs of every child. Therefore, children are motivated to learn and make good progress.
- Children are able to make choices from a wide range of interesting and stimulating activities both indoors and outdoors; this supports the children's all around development.
- An effective self-evaluation system is in place, which includes the views of parents and staff and identifies the nursery's strengths and areas for improvement.

### It is not yet outstanding because

- Staff do not display text in other languages to enable children to see familiar words.

## 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.

## Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector talked to staff about their roles and responsibilities and held discussions with the manager.  
The inspector examined documentation including a representative sample of
- children's records, learning journals, staff suitability records, policies, and procedures.
- The inspector spoke to some parents to gain their views.

## Inspector

Pamela Bailey

## Full Report

### Information about the setting

Rockingham Community Day Nursery registered in 1992 on the Early Years Register. It is run by a voluntary management committee and operates from a community centre situated in the London Borough of Southwark. Children are accommodated in four playrooms and have access to an enclosed outdoor play area. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. There are currently 35 children aged from 22 months to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities and a number of children who are learning English as an additional language. The nursery receives funding to provide free early education for children age two, three and four years. A total of eight staff work with the children. Of these, seven staff holds relevant National Vocational Qualifications at level 3 and one staff holds a similar qualification at level 2.

### What the setting needs to do to improve further

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

- enhance the learning environment by enabling children to see familiar words in their home languages.

### Inspection judgements

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

Staff demonstrate a good understanding of the learning and development requirements and deliver personalised learning. Observational assessments are linked to all areas of learning. Staff use this information to aid future planning for the diverse needs of the children. Staff are alert to the early signs of need that can lead to later difficulties in learning. They adapt their approach to suit different ages and needs of the children. The effective use of time, resources and space supports the inclusion of all children and promotes children's language, listening, concentration and communication skills. Staff teach all children simple signing and use visual aids and picture timetables so that children can understand things, such as changes in the routines. Children receive warm, natural interaction that helps them cope with and manage their feelings. For example, the diverse staff group enables children learning English as an additional language to use their home language to express themselves. Children who do not manage so well in large group situations receive plenty of one-to-one support. This helps children to feel comfortable valued and have a sense of belonging.

The organisation of the environment and staff deployment encourages children to move

freely between indoors and outdoors. Children use the comfortable book area independently. Children handle books with care but also like to sit with staff to listen to them reading, promoting early literacy development. Staff hold children's attention by changing the tone of their voice and including the children's name in the story. Children's physical development is effectively promoted. They thoroughly enjoy using the roundabout and the seesaw, going up and down and spinning round as they sing familiar nursery rhymes. Children practise early writing skills as they use big chinks to draw on the ground giving meaning to the marks they make. They create simple drawings of characters from well know stories. Staff listen and show an interest in the children's creative processes by asking questions so that children are able to develop their ideas. Staff encourage children to engage in imaginary play. They show confidence as they make up their own games when using the large scale climbing equipment. For example, one child pretends to drive the others to the zoo where they would see different types of animals, while another pretends to talk to family members using the mobile phone. Staff provide a wide range of materials and resources that offer sensory experiences and enable children to explore colour, texture, shape and space. Children filling pots with sand, tell staff they are cooking dinner while others fill and empty various size containers to make sand castles. Children enjoy collecting water in cups, concentrate intensively as they pour it down bamboo shoots, and observe the bubbles that are created in the pool of water. Staff help children to learn to handle a range of tools such as hammer, screwdrivers and nails in the builder's area as they construct models from wooden blocks. Staff speak clearly, using talk to describe what children are doing by proving a running commentary. This supports children with communication difficulties begin to develop an understanding of simple concepts and develop language structure.

Staff introduce children to different themes, celebrations and topical events to help them become aware of the world around them. For example, children learn about different cultures and beliefs through activities relating to a variety of festivals. Staff provide a range of books and toys that promote positive images of people in the community. Children learn about life cycles of animals, examine snails collected from the outdoor area and take care of the nursery goldfish. Staff enable children to learn about information and communication technology through using the computer. Children enjoy singing favourite songs using the microphone and play instruments in the music hub. Children are beginning to understand that print carries meaning and many recognise their name. They confidently find and place their name label in a box as part of the self-registration system. This enables children to prepare for their eventual move to school. Displays reflect the children's creative work. Staff encourage children to write their own names on their artwork, which enables them to be proud of their achievements. The use of pictorial routines, and the positioning of and labelling of resources with picture and text enriches the children's understanding of communication and ensures all children can access activities. However, with the exception of English, staff do not provide labels in other languages. Therefore, children are unable to see marks, signs and symbols in their familiar home language, so they can begin to learn what the different scripts represent.

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

The nursery has an effective key person system. Staff seek relevant information from parents when children start at the nursery. They do this through obtaining written information on the child's 'entry profile', settling-in visits and discussion with parents. All of which ensure that children make a smooth move into nursery. Staff are caring and children confidently approach them for support and reassurance demonstrating that they have formed secure attachments. As a result, children are settled, enjoy trying new experiences and happily investigate their play. Children are confident in the nursery environment and curious about changes to their usual routine. They approach visitors to find out what they are doing and are eager to show their achievements. Children have a good understanding of how to promote their own safety and respond appropriately to the daily routines and guidance from staff. Any minor frustrations are diffused well by the staff through using calm, comforting explanations and channelling the children's energies into a variety of activities. This helps children to manage their feelings and promotes their emotional well-being. As a result, children behave very well, cooperate and show respect for each other. Children understand the importance of sharing and taking turns, and support each other during activities. Staff reinforce positive behaviour through using signs and words such as 'good listening' and 'good waiting'. Children use toys purposefully during play and help tidy them away after use. This enables them to take responsibility and show a positive contribution to their learning environment. They become familiar with the emergency evacuation routine by participating in regular fire drills.

Children benefit from regular fresh air and exercise because they have free access to the well-resourced outdoor area. They enjoy playing outdoors developing their physical skills. Staff encourage older children to develop their physical skills, by jumping in and out of tyres with their feet together. Staff support younger children who show excitement crawling in and over the tyres. Children develop their coordination when using the climbing equipment and show increasing control when playing ball games such as kicking and throwing it. Staff are on hand to offer extra support to less confident children who are learning new skills such as 'walking the plank', balanced on crates. Children's health is promoted further because staff follow good procedures and practices, which meet the children's physical, nutritional and healthcare needs. For example, staff change nappies at suitable intervals and encourage children to wash their hands. Older and more able children take care of their own personal needs and can explain why it important to wash their hands after using the toilet and before meals. This means that children are developing important self-care skills to keep themselves healthy. The staff ensure that children eat a range of healthy food that includes a balance of nutritious food groups, such as fruit, vegetables and protein. Lunches are of good quantity and children serve themselves and help themselves to fresh drinking water. This promotes the children's growing confidence and independence and ensures children are prepared for the next stage of their learning.

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

Effective recruitment and vetting procedures helps the manager to check and monitor the suitability of staff working with children and any other adults on the premises. All the

required documentation, policies and procedures for the safe and efficient management of the nursery are in place, including a record of complaints and their outcome. Staff are aware of their roles and responsibilities to safeguard children and promote their welfare, and make this their first priority. The majority of staff have attended safeguarding training and have a clear understanding of child protection and working with the relevant agencies. Staff supervision is effective in providing ongoing support and coaching to improve staff personal effectiveness. Individual staff have defined roles in the nursery. The provider enables staff to attend training and motivates them to enhance their own professional development. For example, the manager and deputy are both currently working towards a degree in Early Childhood studies. Another member of staff is working towards gaining a higher professional qualification.

Staff conduct regular risk assessments both indoors and outdoors that enable them to identify and address potential hazards. There are appropriate procedures which cover identifying, reporting and dealing with faulty equipment. For example, the provider has approved contractors that carry out gas and electrical safety checks, and the maintenance of appliances. In addition, the provider ensures that the premises meet health and safety legislation, including hygiene requirements through regular inspections.

Management and staff work hard to provide good quality care and learning opportunities, demonstrating enthusiasm and a real commitment to helping all children achieve. Staff have a thorough understanding of each child's learning and welfare needs and value them as unique individuals. A variety of good quality resources are easily accessible, encouraging all children to engage in activities that are inclusive and promote all areas of learning. Staff have a secure knowledge of how to use guidance documents, such as 'Development Matters in the Early Years Foundation Stage', to help them recognise, understand and remove barriers to children's achievements.

Staff have established highly effective links with external agencies to access specialist knowledge, skills and resources, particularly the local authority inclusion team and health professionals. The special educational needs coordinators have formal and informal learning opportunities to ensure skills are consistently updated, which help them to provide leadership and drive improvement, as required. There is a strong focus on ensuring children develop the social, communication and language skills that are necessary for future learning. Where staff identify a child's need for additional support, they share information and records at an early stage with colleagues, parents and interagency teams. This helps staff to support children with complex needs in partnership with parents and key professional. As a result, all children are making good progress given their starting points and capabilities. Partnerships with the local primary schools are good. Staff manage the move well to give the children the confidence and support they need in new situations.

Staff ensure engagement with parents is strong by making time to discuss each child's day when they are collected. Parents are offered a wide range of written information, such as a parent handbook containing the nursery's policies and procedures. Staff provide a booklet about the educational programme and how parents can support their children at home in the seven areas of learning. Parents are kept well informed about their children's progress through regular formal reviews with their child's key person and by sharing their

children's assessment 'learning journey' records.

Management and staff show high regard to driving improvement as they have successfully met all recommendations raised at the last inspection. They have completed a thorough and realistic self-evaluation relating to all aspects of the provision. This highlights their strengths, and areas that they plan to develop, such as parental involvement through workshops and volunteer opportunities. Parents have good opportunities to give their views through annual questionnaires, which show that parents feel that their children are very happy at the setting. In addition, parent representatives that sit on the management board. This ensures those parents are involved in decision-making on key matters affecting the nursery. Staff use young children's reactions to activities and experiences to determine their views about different aspects of the provision and older children contribute their ideas through discussions with staff. These are actively taken on board by staff to enhance the provision and improve outcomes for children.

## 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

<b>Unique reference number</b>	107456
<b>Local authority</b>	Southwark
<b>Inspection number</b>	892874
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	32
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Rockingham Nursery Association Committee
<b>Date of previous inspection</b>	04/11/2009
<b>Telephone number</b>	020 7403 5643

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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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