

Henry Fawcett Community Nursery

Henry Fawcett Primary School, Clayton Street, LONDON, SE11 5BZ

Inspection date	18/07/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 with special educational needs and/or disabilities make rapid progress due to the accurate observations, assessments and strong partnerships with other professionals.
- Children behave well in the nursery because staff respond well to them and encourage good behaviour.
- Children transfer smoothly to the next stage in their learning because of the successful relationships between rooms and with the linked school.
- The knowledgeable staff continually update their skills for the benefit of the children.
- Staff use effective self-evaluation to focus on further improvement, which benefits the children's welfare, learning and development.

It is not yet outstanding because

- Staff do not always use additional counting resources to help children understand the links between written numbers and quantity.
- Staff do not always seek the views and ideas of parents when completing children's assessments, to enable staff to build on learning from home.

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 activities in the two playrooms and in the garden.
- The inspector spoke to staff and the children at appropriate times during the day.
- The inspector completed a joint observation with the manager.
- The inspector looked at a range of documentation including a selection of children's learning journals, planning and policies and procedures.
- The inspector had a discussion with some parents and took account of their views.

Inspector

Gillian Cubitt

Full Report

Information about the setting

Henry Fawcett Community Nursery registered in 2012. It is one of a chain of settings provided by The London Early Years Foundation, a voluntary organisation. It operates from two rooms within the Henry Fawcett Children's Centre. One room is for children aged under two years and the other for children from two to five years of age. Both rooms have direct access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery opens all year round from 8am until 6pm with morning and afternoon sessions. Children can attend on a full or part-time basis. There are currently 20 children in the early years age range on roll. The nursery receives funding for the provision of free early education for children aged three years of age.

The nursery makes provision for children with special educational needs and/or disabilities and children who learn English as an additional language. The nursery employs six staff, of whom five hold appropriate early years qualifications. There is one apprentice.

What the setting needs to do to improve further

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

- improve children's understanding of numbers by allowing children to explore and match resources, such as bricks, when recognising printed numbers and writing them

- enhance opportunities for shared learning with parents, for example by finding out what children do at home.

Inspection judgements

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

Children happily play and explore in well-organised play areas. They make good progress in their learning and development because staff ensure they know what children can do when they start. This helps staff to provide activities that children enjoy and contributes to their settling in. Children particularly enjoy the freedom to wander outside to extend their play especially in their physical development. They relish the challenge of the different ground surfaces, running over the bridge and using wheeled vehicles winding around the apparatus. Inside, children tunefully sing alphabet and number songs in English and then

Spanish. They show their confidence, memorising the actions that fit with the rhythm and words. Staff provide comfortable, cosy areas, with a good range of attractive books, to encourage children to read. They look at dual language books as well as homemade books where children recognise themselves in photographs. Children learn that books give information and help them reflect on past outings for example, when they learnt about 'big and small' at the Tate Gallery. Children use paints and crayons to create their own self-portraits, helping them to express themselves in art. Children develop their concentration during art and craft activities because staff provide a wide range of media such as glue, material and glitter for children to make their unique creations. Staff use these opportunities to develop children's conversation, for example, about the seaside and holidays when children recognise shells. Staff count with children regularly, so children learn 'how many' and number names. Children recognise some written numbers. However, staff do not always bring the two aspects together during planned activities to reinforce children's understanding of numbers and quantity.

Babies have fun playing in the water. They laugh with glee, splashing and playing with the floating toys such as ducks and boats. Staff attract children's attention by playing peek-a-boo when crawling around the furniture. Staff extend this game by using other resources such as soft muslin, which babies find exciting to hide underneath.

Staff plan well because they listen to what children like and record these ideas on the white board. They then use children's interests to provide activities that cover all areas of learning. Staff accurately track children's learning for six weekly assessments of children's progress. Staff involve parents through their friendly conversations during the daily handover. Parents also have opportunities to have individual sessions with their children's key person where they discuss children's progress and next steps. However, there is some lack of consistency in gathering information from parents about children's activities at home to contribute to assessments and activity planning. Parents are very complimentary about the skills of the staff. They say that their children are ready for school because of the staff's patience, care and knowledge of the children.

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

The nursery environment is new, bright and comfortable. There is a high ratio of staff to the number of children who attend, which gives children plenty of one to one attention and, consequently, children feel safe. Staff work with parents to settle children and babies calmly and gently during their first days. The key person establishes a close bond by finding out about each child's personal details, including their likes, dislikes and the affectionate names parents use for them at home. Staff use a gradual process to move children on to the next room, so that children are comfortable with the changes. Staff help older children to be ready for school by ensuring that teachers have children's final assessments prior to them starting. Staff also make links with teachers to enhance this process. Where children have special educational needs or disabilities, staff accompany them on visits to provide children with the extra support, which ensures their move is completely successful.

Children relish being outdoors and benefit from daily exercise in the fresh air where there are exciting places to explore. In hot weather, children remember to put on their sun hats and sun cream to protect them. Children also know they must drink water regularly and return inside to the cooler areas in the height of the midday sun. Children also benefit from nutritious fruit snacks and wholesome meals, which are prepared by the school. Children enjoy their meal times. It is a social time to sit with staff and their friends to chat and share news.

Children are beginning to learn to share toys and resources with each other. Staff plan well so that children are always occupied, which contributes to their good behaviour. Staff set boundaries, which children respect, and children learn how their actions affect others. Older children enjoy the opportunity to take responsibility for appropriate tasks at lunchtime as well as clearing their plates after they have finished. Staff give praise when children achieve, which raises children's self-esteem.

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

The manager and her deputy have extensive experience of working in other settings in the same group of nurseries. They use their skills and knowledge of the Statutory Framework for the Early Years Foundation Stage to effectively develop this new nursery. They implement the good procedures of the organisation for recruitment and induction of new staff, checking their suitability and qualifications to work with children. The manager then follows up with regular monitoring and supervising of the staff team, placing a high emphasis on ensuring children remain safe at all times. For example, staff complete safeguarding training and most have a first aid qualification. This means that staff know the procedures to follow if they are concerned about a child and they are able to deal with accidents and emergencies promptly. The manager and staff receive good support to develop personally and professionally. They attend training, such as in working with children with special educational needs, behaviour management and leadership. Staff also benefit from four days each year to focus on the training needs of the whole team.

The attention to safety helps to ensure children play in a safe environment. Staff use the information from any accidents to inform risk assessments and to minimise risks. Children's medication is closely monitored. The manager and her staff team are very passionate about the nursery. They strive to make continuous improvements and seek the ideas of parents through discussions and questionnaires. Children also contribute to the evaluation process by telling staff what they enjoy. Staff then use this information in the planning of future activities. Staff are accurate in their self-evaluation, knowing their strengths and areas for improvement.

Partnerships with parents are good and there are exceptional links with external agencies that make a strong contribution to meeting the individual needs of children. Parents of children who have identified special needs or English as an additional language are extremely complimentary about the kind, sensitive staff who help their children to succeed. Parents feel reassured their children are ready for school. The manager and staff

share necessary information with the other health professionals that are part of the children's centre as well as the reception class teacher in the school. Staff are also seeking to strengthen their partnerships with all schools that children attend.

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
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	EY456780
Local authority	Lambeth
Inspection number	897016
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	47
Number of children on roll	20
Name of provider	The London Early Years Foundation
Date of previous inspection	not applicable
Telephone number	0207 735 2764

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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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