

Rosendale Children's Centre

Rosendale Primary School, Rosendale Road, LONDON, SE21 8LR

Inspection date	23/09/2013
Previous inspection date	24/03/2010

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 develop good levels of self-confidence through effective provision for their personal, social and emotional development. Consequently, children are happy, settled and show a secure sense of belonging.
- Staff use observations and assessment successfully to plan for children's next steps in their learning. Therefore, children make consistently good progress in relation to their starting points.
- All children learn to manage their own behaviour effectively, as staff are good role models and consistently praise children for their good behaviour.
- Partnerships with parents are positive and work well to promote continuity of children's care routines between home and the nursery.

It is not yet outstanding because

- The youngest children do not have a cosy, quiet area to relax or look at books with their special person or independently.
- The organisation of the role-play area does not fully encourage children to play and use their imaginative skills.

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 the children playing in the indoor and outdoor learning environments.
- The inspector spoke to the management, staff and children.
- The inspector checked evidence of staff's qualifications and suitability to be working with children.
- The inspector sampled a range of safeguarding documentation, policies, procedures and risk assessments.
- The inspector sampled a range of children's records and planning documentation.

Inspector

Sue Mann

Full Report

Information about the setting

The Rosendale Children's Centre registered in 2008. The nursery is registered on the Early Years Register. It operates from a purpose built building within the grounds of Rosendale Primary School, West Dulwich in the London Borough of Lambeth. Children have access to an outdoor play area. The nursery operates from 8am until 6pm all year. There are currently 52 children attending who are within the early years age group. The nursery receives funding for the provision of free early education for two and three year old children.

The nursery employs 14 members of staff. 13 of whom hold appropriate early years qualifications to level 3, and one holds Early Years Practitioner Status. The nursery supports children who have special educational needs and/or disabilities. It also supports children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance role-play areas with resources to reflect children's lives and communities, to further encourage their imaginative play

- enhance the youngest children's opportunities to look at books, by, for example, providing a cosy book area for them to relax and share books with their key person or on their own.

Inspection judgements

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

Staff demonstrate a secure understanding of the learning and development requirements, which means that they provide a range of activities to support all children's learning and development well. Staff regularly observe children playing to see what they can do. Parents contribute to their children's learning journals through observation sheets, which they fill out detailing any learning or development milestones they have seen at home. This helps staff to find out about children's interests, and enables them to plan to support children's next steps. Staff record each child's progress in their learning journals. Therefore, children enjoy their learning through relevant, purposeful, planned play. An 'all about me' record and baseline assessments, which staff complete in the first weeks of children's time at the nursery, means that staff can monitor the progress children are

making in relation to their starting points. Consequently, children make consistent progress in relation to their starting points, and are ready for the next stage in their learning.

Children enjoy learning through play and exploration, as staff plan well for children's next steps. Staff support babies who are learning to walk, by holding their hands as they climb up the wooden stairs before enjoying sliding down the slide into staff's arms. This helps to build children's confidence in their abilities, and enjoy the reward of sliding down to the welcoming arms of their key person. Staff plan a range of activities indoors for the children to play with. Messy play with sand and water encourages the children to splash about, feeling the textures of the sand and water. Staff model appropriate play with the children, as they 'drive' the cars and trucks through the wet mixture, causing tracks and marks in the sand. Children enjoy standing on musical blocks. Each one plays a different sound, which encourages the children to use their developing walking skills to move from one to another.

Staff work well with the older children as they also have a good range of resources to choose and play with. Children enjoy playing with small world toys, alongside staff, who sensitively provide ideas to enhance children's imaginative play. However, the role play area lacks exciting resources, which means that children do not use this area effectively to fully develop their imaginative skills and act out real life experiences. Staff support all children's communication and language skills well, as they constantly talk to the children about what they are doing. Staff working with the babies encourage their communication skills through songs, rhymes and copying babies' vocal sounds. This helps the babies to learn new words daily. For example, staff repeat back to babies what they say, which helps them to learn the correct pronunciation. Staff working with the older children encourage them to 'use their words' to ask for help or resources, which supports children to develop good language skills for the future. However, the youngest children's opportunities to relax and share a book with their special person or their friends are limited, as there is no dedicated area to fully encourage this area of children's development.

Staff support the older children to acquire some of the skills they will need when they move onto school, through encouraging them to put on their own coats before going outside to play. This helps children to learn to be independent and manage their own needs when they go to school.

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

An effective key person system works well to help children develop secure attachments with staff. All children thrive as staff provide warm, loving and consistent care through effective provision for children's personal, social and emotional development. The youngest children enjoy developing their physical skills in the garden, safe in the knowledge that staff are close by keeping watch on how they are doing. Staff encourage children to independently use the bikes, seesaws and the slide, assisting them when required. This helps to promote their confidence in their own abilities and boosts their self-

esteem. Older children enjoy similar support from staff, which enables them to enjoy playing outside.

Staff support the older children to be as independent as possible. Children serve their own meals from bowls of food, which staff place on the tables at mealtimes. This helps children to develop their physical skills as they learn to hold and control spoons. The youngest children learn to feed themselves, with support from staff when they require help. This helps to prepare younger children for the move into the next age group. Children behave very well in the nursery, as staff consistently model the use of appropriate manners when talking to each other and the children. The youngest children sit down with staff for circle time, listening intently to the songs and rhymes, joining in with hand actions.

The school provide all the hot meals for the nursery. Staff work closely with the school's kitchen to provide children with healthy, balanced and nutritious meals that cater for children's dietary needs. Information about individual children's dietary needs is in each of the rooms, which ensures that all staff are aware of what children are able to eat. Consequently, children's good health and well-being is supported. Effective hygiene routines and daily access to the outdoor play areas enables children to develop an understanding of the importance of leading healthy lifestyles. The outdoor learning environment offers children of all ages exciting opportunities to learn through exploration. Children enjoy making and listening to the sounds that the musical instruments on the nursery walls make. Children are able to learn about gravity and the way objects move in water through using lengths of guttering and steel tubes, which are fixed to the wall. The youngest children enjoy playing in the 'walk-in' sand pit, and developing their physical skills as they play on the wooden steps and slide. This fun approach to supporting children's learning outside enables children to enjoy the fresh air while learning through play. Low-level hand washing facilities means that children are able to wash their hands independently prior to eating or after personal hygiene routines.

The nursery is on the same site as the primary school, which some of the children will move onto. Close links with the onsite teachers, enables children to meet them in familiar surroundings prior to going into the school environment. Wider partnerships work effectively to promote children's learning and development.

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

The management demonstrate a secure understanding of the Statutory Framework for the Early Years Foundation Stage. Children's welfare is safeguarded through the implementation of the nursery's policies and procedures. Regular training ensures that all staff have a clear understanding of what they should do if they have a concern about a child in their care. Staff are clear about the nursery's whistle blowing policy and who to refer concerns about a colleague to. Management are very aware of the procedures to follow if an allegation is made against a member of staff and have rigorous systems in place to monitor staff practice. In addition, the majority of staff have current first aid training, which means that they are able to take appropriate action should a child have an

accident or become ill while at the nursery. Comprehensive risk assessments and daily visual checks ensure that the indoor and outdoor learning environments are safe for the children.

The management have robust and rigorous recruitment procedures in place, which ensures that all staff are thoroughly vetted and identity checks carried out to check their suitability to be working with children. Induction procedures enable all new staff to become familiar with the nursery's policies and procedures, which means that staff are aware of their individual roles and responsibilities. There are robust procedures in place for the monitoring and supervision of all staff. Regular observations on staff, helps the management to identify anyone who is underperforming. Staff are supported through regular mentoring and able to access additional training to support their professional development. Consequently, staff work well to help all children make consistent progress towards the next stage of their learning or the move to school. All child record forms and documentation are in place to support children's well-being and maintain confidentiality. The management understands their responsibilities in meeting the learning and development requirements, which they do well. Regular checks on children's learning journals, assessments and planning ensures that staff are correctly identifying children's stages of learning and development. Therefore, children are ready for the next stage in their learning and development.

The staff work well to establish positive partnerships with parents. Parents are able to share with their child's key person any learning they have seen at home. In addition, children's learning journals are easily accessible to parents to look at when they want to. The staff ensure that every parent receives verbal feedback when they arrive to collect their children, which helps parents to support their children's learning and development at home. Staff work closely with parents to provide continuity of children's care routines. This is especially important for children with special educational needs and/or disabilities as it means that care routines are consistent between home and nursery. The staff use external professional partnerships well to seek advice or guidance when caring for children with more complex care needs. This enables the staff to tailor the care to meet those children's needs. Consequently, all children are ready for the next steps in their learning.

The management use reflective practice to identify the strengths and the weaknesses of the nursery. Staff put forward their views during the regular team and staff meetings. In addition, the staff seek the views of the parents through daily verbal feedback and parent meetings. This enables the management to formulate plans to improve the environment and the educational programmes for children. Current plans for improvement include developing the outdoor environment for children to help them engage further with natural materials. Supervisions, appraisals and staff meetings work well to support staff to request any additional training they feel may benefit their professional development and put forward any suggestions for the improvement of the nursery. Consequently, staff feel valued and are passionate about working with the children.

The management use external partnerships well to support children care, learning and development. Staff are able to seek support and guidance to help children with special educational needs and/or disabilities because there are good links with other professionals. Therefore, all children are able to make consistent progress in relation to

their starting points and are ready for the next stage in their learning.

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	EY385428
Local authority	Lambeth
Inspection number	920002
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	38
Number of children on roll	52
Name of provider	Rosendale Primary School Governing Body
Date of previous inspection	24/03/2010
Telephone number	0208 6704962

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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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Piccadilly Gate
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M1 2WD

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