

# One World Lambeth

9 Knowle Close, LONDON, SW9 0TQ

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 16/04/2014 |
| Previous inspection date | 29/11/2013 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | 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**

- Staff promote a busy but calm atmosphere, and this supports children of all ages to develop warm bonds with staff, which means they are confident, inquisitive and interested in exploring and learning.
- Effective planning means the children take part in activities that are fun and challenging, as a result they make good progress.
- Staff and parents share a good partnership, which means children receive the support, and guidance they need.
- Systems for self-evaluation include seeking the views of staff, parents and children, which means they all feel fully included in this process and any changes that are made.

### **It is not yet outstanding because**

- There are occasions when staff deployment and the organisation of the rooms is less successful in promoting children's needs.

## 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's play and staff's interaction, both inside and outside.
- The inspector completed a joint observation with the manager.
- The inspector talked to parents, staff and children and held regular discussions with the manager and deputy.
- The inspector examined documentation, including a representative sample of children's records, development plans and staff records.

## Inspector

Julie Biddle

## Full report

### Information about the setting

One World Lambeth Nursery registered in 2009. It operates from a purpose-built nursery building in the London Borough of Lambeth. The nursery serves the local area and children attend for a variety of sessions. Children are cared for in three group rooms and all children share access to an enclosed outside play area. The nursery is open each weekday for 51 weeks of the year from 7.30 am to 6 pm. There are currently 56 children on roll in the early years age range. The nursery supports children who speak English as an additional language. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery employs 11 members of staff. Over half of the staff hold appropriate early years qualifications. The nursery also employs a cook.

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

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

- strengthen the deployment of staff during busier times of sessions to support children's needs more effectively.

### Inspection judgements

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

Children's learning and development is promoted by enthusiastic staff. The staff have a good knowledge of the requirements set out in the Statutory Framework for the Early Years Foundation Stage and put it into practice across the whole nursery. The staff plan a range of play and learning experiences that motivate and challenge the children. The staff team have a good knowledge of how to promote the learning and development of children and babies. Activities are well presented to support children's learning and staff use suitable teaching techniques to engage children during play and encourage learning across all areas. For example, they encourage children to think about where to place the eyes on the rabbits they have made. This successfully leads to the children and staff counting and talking about how many eyes, ears and noses both they and the rabbit have.

The good quality interaction and good role modelling encourages children to use and understand language successfully. In addition children and babies all enjoy singing. Staff use puppets to enhance singing times which delights the children. Staff use songs to help children to understand about sharing and turn taking which supports their personal and social development effectively. Babies all join in with familiar songs such as 'if you're happy and you know it' and they have fun joining in with the actions. Team games such as 'What's the time Mr Wolf' help children to learn about time, routines and numbers.

They are delighted as they are chased around the by the wolf. Children are eager to join in with conversations with their friends and the staff in the nursery; they talk about the activities they have taken part in and what they would like to do the for the rest of the day. Staff use these opportunities to support and motivate the children to think and talk for themselves.

Children and babies develop natural curiosity as staff make effective use of both the inside and outside areas. Babies and young children laugh as they toddle through the natural tunnel and play in the sandpit. Staff respect and value information recorded about babies' home routines which they follow as children settle into the nursery. This means that they are able to support the babies as they develop their self-confidence. The babies thoroughly enjoy play as they potter around their room choosing toys. Resources in the baby room help babies to gain confidence in their walking and climbing skills. Children have use of a garden area, which offers the children space to play and explore. The outside play area offers space for children to develop their large muscle movements as they enjoy climbing and whizzing down the slide. Staff have created an environment that is busy with photographs, creative work by the children and labels. This means the children are gaining an understanding of how words carrying meaning to support their literacy skills.

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

Children develop strong attachments to the staff who are kind and responsive to the needs of all the children. Consequently, children are secure and developing their skills of independence. Children are happy and confident in the nursery and as a result, they are making good progress in their learning and development. Babies and young children enjoy cuddles and affection from the staff, further supporting the bonds between them.

Staff deployment is successful which means children are fully supported and safe as they play and learn. Staff are good role models and talk to children about what is acceptable behaviour, gently reminding them when they become overexcited or too boisterous. Older children make confident choices about what they want to do and enthusiastically express their opinions. Children and babies receive lots of praise and encouragement to develop their confidence, as they try out new experiences and activities. This increases their self-esteem and their feelings of security. At lunchtime, the children chat constantly to their friends and staff, displaying good social behaviour. Older children are encouraged to serve themselves and to use appropriate cutlery. Meal times are a social occasion although a lack of organisation means that this time is sometimes chaotic and staff do not always fully know their roles and responsibilities to support children's needs effectively.

There are several members of staff who have a pediatric first qualification which means they can manage accidents appropriately. Staff keep written records of accidents and incidents in the setting. Children's health needs are known to staff and nappy changing routines are maintained appropriately to support children's comfort and cleanliness. Staff help children to learn to be independent through the daily routines. For example, children enjoy helping prepare the tea for their friends, confidently buttering bread and preparing

sandwiches. They have great fun cleaning the tables ready for meal times. This priority on supporting children's independence skills also prepares the children well for the next stage of their learning. Children are prepared for the next steps both in the setting and as they move to 'big' school.

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

The manager/provider demonstrates a commitment to the staff and their work in the nursery. The manager/provider and staff demonstrate a clear understanding of The Statutory Framework for the Early Years Framework and know how to implement the framework successfully to promote good outcomes for children. The staff group work well together and they are supportive to each other. For example, they inform each other when are leaving the room, which means children are supervised well during the day. There is a robust recruitment process in place which means staff are qualified and suitable to work with children. An induction and probationary period means the manager/provider is able to monitor the work of new staff to ensure they are suitable for the setting. Effective performance management means staff are monitored to ensure they consistently improve their skills, knowledge and practice to drive improvement in the quality of the provision. Staff are helped to access good levels of training which means they staff remain motivated and excited by their work. The systems in place to monitor the educational programmes and development children make are effective and mean all staff are aware of each child's individual learning needs and styles. The staff use a comprehensive assessment process to evaluate the progress the children make in the setting. This detailed system means staff understand the learning styles of each child and can plan for each individual child.

Self-evaluation is ongoing. The evaluation of the setting uses the views of staff, parents and children. This results in strong links between priorities and plans for improvement. For example changes in the menus and food offered to the children to support their good health and well-being.

Arrangements for safeguarding children are securely in place. The policies and procedures are thorough and contribute to the safety and welfare of the children. The designated safeguarding persons on site have completed appropriate safeguarding training to fulfil this role. Staff through discussion demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care to help keep them safe.

A well-established partnership with parents means parents are fully included their child's learning and development. A regular two-way flow of information through discussions and records provides staff with information to meet the changing needs of the children. Parents speak positively of the nursery; they feel part of their children's learning and are happy with the information they receive from the staff. The setting works well in partnership with others, such as the local authority who provide guidance to the provider/manager and staff.

### **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 | Requires improvement | The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.  |
| 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 monitored and inspected again within six 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>     | EY385734                 |
| <b>Local authority</b>             | Lambeth                  |
| <b>Inspection number</b>           | 968499                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 8                    |
| <b>Total number of places</b>      | 50                       |
| <b>Number of children on roll</b>  | 56                       |
| <b>Name of provider</b>            | Vanessa Jones            |
| <b>Date of previous inspection</b> | 29/11/2013               |
| <b>Telephone number</b>            | 02079249505              |

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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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