

Union Grove Community Nursery

Christchurch Community Hall, 41 Union Grove, Stockwell, London, SW8 2QJ

Inspection date

28/04/2014

Previous inspection date

26/04/2013

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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 requires improvement

- Action plans are well-targeted and effectively prioritised to continually improve the experiences and outcomes for children.
- Staff support children's personal, social and emotional development well, enabling children to behave appropriately and feel safe.
- Children take part in a range of suitable and enjoyable activities and experiences, both inside and out, that are planned by the staff team.
- Children benefit from a welcoming setting. Babies especially settle in quickly because they have warm and friendly relationships with staff.

It is not yet good because

- Most identified risks to children's safety are quickly dealt with, although the procedures for risk assessment are not always effective in helping to prevent hazards to children.
- Staff do not succeed in engaging all parents in supporting their child's learning and development at home.
- The baby area is not as fully developed as other parts of the nursery, which impacts on their learning and development experiences.
- Staff do not effectively promote children's literacy skills because they provide an uninviting book corner, which children rarely use.

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 had discussions with the management team and most staff members.
- The inspector sampled records and documentation relating to children's progress and development.
- The inspector observed children engaged in activities indoors and outdoors.
- Two parents were interviewed and their views taken into account.
- The inspector and deputy manager undertook a joint observation of an indoor activity within the nursery.

Inspector

Joanne Barnett

Full report

Information about the setting

Union Grove Community Nursery registered in 2000. It is one of two nurseries run and managed by a committee of parents. The nursery operates from a two-storey building located in a residential area of Stockwell, within the London Borough of Lambeth. Children have access to an enclosed outdoor play area on the ground floor and the nearby church gardens. The nursery is open from 7.45am to 6pm, Monday to Friday, all year round.

The nursery is registered on the Early Years Register. There are currently 15 children on roll in the early years age range. The nursery receives funding for the provision of free early education. The nursery currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

There are currently five members of staff who work with the children. Of these, three members of staff hold relevant National Vocational Qualifications at level 3. The manager and deputy both have a Bachelor of Arts Honours Degree in Early Years and Education.

What the setting needs to do to improve further

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

- ensure risk assessments identify all aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised, with particular regard to the temperature of the radiators and the protruding pipes

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

- involve parents in practical ways to support their children's learning and development at home
- create an attractive book area where children are able to view the books with ease
- develop the organisation of the environments for babies to enhance their curiosity and interests further.

Inspection judgements

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

Overall, staff have worked to improve their understanding of the Early Years Foundation Stage learning and development requirements. Management is aware of the variability in the quality of teaching in the nursery and where further training is needed to improve learning outcomes for children. With the support of the local authority advisory team, staff are working hard to improve. Staff have a sufficient awareness of what children are able to do and the additional support they need to continue making progress. They complete observations and assessments, including the progress check for two-year-old children. Staff share these records with parents to support a joint approach to children's ongoing development. Records show that most children make suitable progress from their starting points.

Staff provide children with a wide range of resources; a home corner, musical instruments and play dough, for example, so that children enjoy independent play and make choices through the day. Children know that what they do is valued because staff display their work. Staff teach children to count when they fill plastic containers with sand in the sand tray. They introduce words such as 'soft' and 'hard' and the children have fun as they count before tipping the sand out; they squeal with delight as they express their thoughts and question 'All gone?' Staff provide toddlers with 'treasure' baskets of everyday objects for them to concentrate on and explore, which develops their understanding about the world from a young age. The learning environment for babies however, is not as well developed generally as other areas in the nursery, to fully support their exploration.

There is a comfortable book area to provide toddlers with opportunities to share books. The book area in the playroom on the first floor, however, is poorly presented and insufficiently stocked. Consequently, opportunities to introduce children to books and promote their interest in reading are limited. Staff understand the importance of physical play and provide various activities outside to engage children's attention. Children are able to participate in further large physical play indoors, using the slide and climbing frame. These activities help children to gain physical and social skills in readiness for their next move, or for starting school.

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

The nursery is welcoming, and babies and toddlers settle quickly. They form close, affectionate relationships with staff, which means that they feel safe and secure in the nursery. Staff are careful to follow young children's home routines when they start, which helps these youngest ones feel secure and supports their emotional and physical well-being.

Most children learn good skills for the future; they develop independence, self-confidence and take pride in their achievements. This is because staff highlight the

importance of self-care and encourage children to do things for themselves as soon as they can; to wash and dry their hands and to use utensils at meal times, for example.

Children's understanding of healthy lifestyles is developing well, and lunchtime is a social occasion at the nursery. Staff provide children with healthy eating options such as fresh fruit, bread sticks or cheese at tea time, and water or milk in named water bottles throughout the day. Children play in a clean and tidy environment. Staff take responsibility for daily cleaning routines and promptly take action for spillages. Children have access to fresh air every day and, on occasion, visit places in the community.

Staff set out the learning environment well, which supports children's independence and enables them to select where they would like to play. The staff have begun to provide some labelling around the setting, such as on the boxes within the storage units. This supports children's developing literacy skills and helps them to find the resources that they want to play with easily. Staff recognise and acknowledge children as individuals, providing an inclusive environment. This means that children choose from a wide range of toys and resources that reflect diversity, to support their developing understanding of differing cultures and disabilities.

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

The management team aspire to improve outcomes for children. They have a secure understanding of the learning and development requirements of the Early Years Foundation Stage. All adults who work with the children have had their suitability checked. The nursery has a robust vetting process to check that staff are suitable to work with the children. Staff receive training regarding child protection, and demonstrate a sound knowledge of policy and procedures to help keep children safe. The quality of staff's interactions and practice has improved recently due to increased support and access to training. Staff check the play area before children arrive. Although risk assessments take place and identify most potential dangers, they do not identify all aspects of the environment that need to be checked on a regular basis, particularly in relation to monitoring the temperatures of radiators and low level protruding pipes. This means children's safety is potentially put at risk.

The nursery has made many significant and worthwhile improvements since the last inspection. They fully recognise there is more they can do and have a well-prioritised action plan in place. They have improved some aspects of the educational programme, particularly with regard to planning and monitoring of assessment to help identify gaps in children's learning. The management team undertake regular supervision and annual appraisals. This supports the professional development of staff and means that they have appropriate training, including first aid and safeguarding. Regular staff meetings offer opportunities for information sharing and further support.

The relationship between parents and staff is good. Parents comment on the friendly, helpful staff team. They are pleased with the information they receive on a daily basis and

say that their children are happy and doing well at the nursery. However, staff do not actively engage all parents in supporting their child's learning at home and in contributing to the assessment processes.

Staff work closely with other agencies and professionals where appropriate. For example, if children have difficulty in learning to communicate, the nursery is able to use the speech and language specialised service based at the nearby children's centre. This helps to ensure that children will benefit from a well-planned, consistent approach to their learning and care.

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

Unique reference number	144726
Local authority	Lambeth
Inspection number	955192
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	15
Name of provider	Union Grove Community Day Nursery Committee
Date of previous inspection	26/04/2013
Telephone number	0207-622-3194

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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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