

# Rockingham Community Day Nursery

Falmouth Road, LONDON, SE1 4JW

<b>Inspection date</b>	28/05/2014
Previous inspection date	21/05/2013

<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

- Children benefit from a welcoming, inclusive setting. They have access to a varied range of resources and play materials suitable for their age and needs.
- Staff plan and provide a variety of interesting activities and experiences for children that promote their good progress in their learning.
- Staff work closely with parents and keep them well informed.
- Staff support children with special educational needs and/or disabilities well and the nursery has strong links with external agencies.

### It is not yet outstanding because

- Resources in the creative area are not effectively organised to encourage children to select materials for themselves and develop their own ideas.
- Systems for gathering feedback from parents as part of the nursery's self-evaluation process are not always fully effective.

## 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 taking part in indoor and outdoor activities.
- The inspector had discussions with manager and staff.
- The inspector sampled records including children's files, incident records, risk assessments and staff suitability records.
- The inspector spoke to parents at the setting and took account of their views.
- The inspector completed a joint observation of an adult-led activity with the manager.

## Inspector

Rebecca Khabbazi

## Full report

### Information about the setting

Rockingham Community Day Nursery registered in 1992. It is run by a voluntary management committee and operates from a community centre situated in the London Borough of Southwark. Children have access to four playrooms and an enclosed outdoor play area.

The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. It is registered on the Early Years Register and takes children aged from two years old. There are currently 74 children in the early years age range on roll, mostly in part-time places. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery receives funding to provide free early education for children aged two, three and four years.

There are eight staff who work with the children. The manager and deputy manager hold relevant level 4 qualifications and five staff have qualifications at level 3.

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

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

- extend opportunities for children to select their own resources and materials in the creative area, to further support their skills in expressive art and design
- strengthen systems for gathering feedback from parents as part of the self-evaluation process.

## Inspection judgements

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

Staff welcome all children into the nursery. They ask parents to fill in detailed enrolment forms and entry profiles which include comprehensive information about each child's background, starting points and needs. This helps them get to know children well and ensures they can provide all the support that children need. Staff adapt activities and routines as necessary and use strategies such as signing and a picture communication system, to ensure all children are included. Staff complete regular observations of children's achievements. They plan a wide range of activities that effectively build on children's interests and skills. As a result, children make good progress in their learning in relation to their starting points and capabilities. Staff talk to parents to give feedback every day and invite them to a review meeting each term to discuss children's progress. Staff provide parents with information about the next steps for their child's learning and

offer suggestions for activities they can continue at home. This ensures parents are effectively involved in their child's learning.

Children benefit from a well-balanced routine and are purposefully busy throughout the day. Staff teach children a range of useful skills that prepare them well for the next stage of learning and for school. They support children's language and communication skills effectively when they talk to children as they play, encouraging conversations and introducing new vocabulary. They give children time to think about their answer during group time and praise their efforts when they sing their favourite song. Children remember familiar words and phrases from the book of the week and enjoy acting out the story in role play or retelling it in drawings or when making model houses. Staff support children who are learning English as an additional language appropriately by finding out key words from home and using different languages within the nursery through stories and songs. Some children also benefit from staff members who speak their home language.

Staff support children's understanding of number, size and capacity well as they fill containers in the sand tray or count out the fruit at snack time. Children explore the world around them when they find a snail outside and search for more. Staff provide a clear tray to collect them in and encourage children to talk about what they can see. Staff provide exciting opportunities for children to use their imaginations in the role play room, setting it up as a home corner, a restaurant or a shop. Children explore paint with their hands or brushes and enjoy the creative activities staff set out for them. However, they do not have independent access to a full range of creative and art and craft materials so that they can make and create things whenever they wish, and express their own ideas.

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

Children are confident and settled in the nursery. They make good relationships with staff and each other. The effective key-person system means that children form strong bonds with staff that they know well. Staff have a warm and caring approach. They give children time to settle in when they first start and are sensitive to their individual needs. They give them time to adjust, allow them to keep comfort objects with them if they need to and follow their home routines where appropriate. This effectively promotes children's physical and emotional wellbeing and helps children manage the changes and transitions in their lives. Children quickly learn the rules and expectations of the setting. They sit quietly and listen at group discussion time and line up when it's time to go outside. Staff remind children to use their 'listening ears' and use strategies such as putting their hands in the air to engage children's attention. Children behave well and play happily with their friends, learning to share and take turns.

The nursery is clean, welcoming and space is well organised. A wide range of age appropriate resources are available according to children's age and needs and most resources and play materials are easily accessible. Children show good levels of independence as they choose activities or help tidy up before lunch time. Staff make daily checks of the indoor and outdoor play areas in order to promote children's safety. They

supervise children carefully at all times, making sure enough staff are present to meet required adult to child ratios and that they are effectively deployed in each area of the nursery. Staff take appropriate action to address any safety concerns that arise, such as issues relating to the security of the setting. They help children gain a good understanding of risks and how to keep themselves safe when they remind them why they must not run inside. Children take part in regular fire drills so that everyone knows what to do in an emergency.

Staff promote children's good health effectively. Children learn to manage their own personal needs when they wash their hands before snack time or get a tissue if they need to blow their nose. They benefit from freshly prepared meals and snacks that meet their nutritional needs. Older children learn to serve their own pasta and vegetables at lunch time and they enjoy a selection of fruit at snack time. Children play outside every day as part of a healthy lifestyle, enjoying the fresh air and exercise. They have fun practising their physical skills, running around, riding bikes or balancing on the climbing frame.

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

This inspection took place following a concern received by Ofsted and a notification by the nursery about an incident. This involved a child being able to leave the nursery playground and go into the playground of an adjoining preschool by going under the nursery gate. The inspection found that staff were supervising children, had completed a risk assessment of the outside area and the child was always in the full sight of staff. Following this incident the nursery management team took immediate steps to improve the security of the outdoor play area and review staff practice. This included restricting children's access to the gate, updating risk assessments and implementing new safety procedures. The nursery were meeting all requirements at the time of the inspection. Staff have used the incident effectively to improve their practice and ensure they continue to safeguard children's welfare appropriately.

Robust recruitment procedures are in place to ensure that staff are appropriately qualified and suitable to work with children. All staff complete child protection training and are familiar with the procedures to follow if they have concerns about a child. All required documentation is in place to support the smooth day to day running of the nursery. The nursery benefits from a well-established staff team who work well together. The manager monitors staff performance through regular supervision and appraisals. Staff attend local courses to develop their knowledge and skills. This results in a well-trained and supported staff team.

Staff are committed to continually developing the nursery and providing a good quality service. They have a good understanding of the learning and development requirements. They constantly review and evaluate what they do and take steps to address any areas for development. Staff are each given an area of responsibility within the nursery, such as for role play or literacy. This effectively involves staff in monitoring and developing the provision and leads to some interesting new learning opportunities for children, such as an

enclosed 'small world area' to develop imaginative play. Since the last inspection, staff have completed training and developed their skills in supporting children who have additional needs and as a result there are clear systems in place for identifying needs and providing any additional support children require. Staff have also improved their systems for tracking all children's progress to ensure this is closely monitored. There are currently plans to place to redecorate the nursery and further develop the outdoor area to ensure that children continue to benefit from varied and challenging learning experiences. Staff encourage and value the views of parents but feedback is not always sought from all parents on a sufficiently regular basis to ensure that their up-to-date views can be a central part of the self-evaluation process.

Parents are happy with the care provided by the nursery and find staff friendly and helpful. They believe that their child is safe and well cared for. Parents have access to a wide range of policies and procedures and are kept informed about the provision through notice boards and regular newsletters. Staff are also aware of the need to build links with other early years settings that children attend where this applies. They work very closely with other professionals and agencies if children have additional needs, making sure that strategies for supporting children are fully agreed and known by everyone involved. For instance, staff make sure they use the same communication tools and behaviour management strategies as the school that children will move on to, to help prepare them for the transition. As a result, children benefit from a highly 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

<b>Unique reference number</b>	107456
<b>Local authority</b>	Southwark
<b>Inspection number</b>	975842
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	35
<b>Number of children on roll</b>	74
<b>Name of provider</b>	Rockingham Nursery Association Committee
<b>Date of previous inspection</b>	21/05/2013
<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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