

God's Grace Daycare

Christ Apostolic Church, 163 Ilderton Road, LONDON, SE16 3LA

Inspection date	10/06/2014
Previous inspection date	11/02/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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

- Children have good relationships with staff, who are warm and caring towards them and sensitive to their individual needs.
- Staff provide a varied range of activities and experiences that children enjoy.
- Staff have positive relationships with parents and keep them well informed about their child.
- Staff are committed to developing and improving the nursery and make regular use of available training and support.

It is not yet good because

- Staff do not consistently use their assessments of children to monitor their progress and plan challenging and stimulating experiences for them that build on their learning.
- Children are not always grouped effectively to fully support their play and learning.
- Staff have not yet fully developed strategies for supporting children who are learning English as an additional language.

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 taking part in activities at the nursery and accompanied children and staff on a local outing.
- The inspector had discussions with the manager and staff.
- The inspector sampled records including children's files, planning, menus and staff suitability records.
- The inspector invited the manager to carry out a joint observation.
- The inspector spoke to parents at the setting and took account of their views.

Inspector

Rebecca Khabbazi

Full report

Information about the setting

God's Grace Daycare registered in 2012. It is owned and managed by an individual provider. The nursery is located in the South Bermondsey area of the London Borough of Southwark. It operates from two rooms within a church building and there is an enclosed area for outdoor play.

The nursery is open each weekday from 7am to 7pm for 51 weeks of the year. It is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 17 children in the early years age range on roll. The nursery also occasionally cares for two school age children in the afternoon. It receives funding for the provision of free early education for children aged three and four years. It supports children with special educational needs and/or disabilities and those who are learning English as an additional language.

There are 11 members of staff who work with the children, including the manager. There are four members of staff who have relevant childcare qualifications at level 3 and two who hold level 2 childcare qualifications.

What the setting needs to do to improve further

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

- review systems for planning activities based on children's individual next steps, to ensure that next steps are consistently followed up and reviewed to monitor progress and that activities offer all children sufficient challenge.

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

- review the grouping of children to ensure that activities are appropriately extended for older and more able children and they benefit from a suitably stimulating and challenging learning environment
- improve strategies for supporting children who are learning English as an additional language by extending the use of their home language within the nursery to support their language and communication skills.

Inspection judgements

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

Children benefit from a welcoming, inclusive nursery. Staff make sure they find out as much as possible about each child's background and starting points before they start at the nursery. They offer home visits, talk to parents during settling in sessions, and ask them to fill in detailed registration forms. This ensures that staff get to know children well. Staff understand how children learn through play and plan a varied range of interesting activities and experiences for them. This helps children make steady progress in their learning overall. Staff talk to parents every day to exchange information and they use a daily diary to provide further details about children's care, activities and routines. They invite parents to regular meetings to discuss their child's progress. This ensures parents are involved in their child's learning.

Staff teach children a range of useful skills that help prepare them for the next stage of learning and for school. They support children's language development effectively when they sing songs and involve children in conversations. They welcome children who are learning English as an additional language and encourage them as they learn new English words. However, staff have not yet developed the use of children's home languages within the nursery to support children's communication and language skills. For instance, by finding out key words from home or having signs and labels around the room in other languages. Staff promote children's interest in books by providing a selection for them to choose from. Children enjoy it when staff read stories to them in a small group and listen attentively. Staff encourage children's understanding of number during counting songs. They show children how to use their fingers to work out how many flying saucers are left after one flies away, for example. Staff make use of opportunities to help children learn about the world around them during an outing to the park. Children press the button at the pelican crossing and staff sound out the word that lights up to help them learn what it says. Children enjoy exploring in the outdoor area because staff have provided a mud kitchen for them to experiment and dig in.

Staff make regular observations of children and identify next steps for their learning. However, they do not always clearly link children's individual next steps to the activities planned, to ensure that the experiences children take part in effectively build on their skills, and help them move on in their learning. In addition, as children from a wide age range are often grouped together, activities and learning opportunities do not always offer older children enough challenge, and play materials available are sometimes more suited to younger children. However, children benefit from a balanced routine and are appropriately occupied through the day. They enjoy their time at the nursery.

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

Children come in to the nursery happily. They benefit from the small size of the nursery and the friendly atmosphere, getting to know staff and each other well. Staff make sure

they follow the home routines of younger children when they start. They are sensitive to their individual needs, such as how they settle to sleep. This helps children feel secure and promotes their emotional and physical well-being. Staff are warm and caring towards children. They speak to them calmly and offer lots of praise and encouragement. Children are familiar with the daily routines, which helps them behave well. They wait patiently on the stairs while getting ready to go out, and line up quietly to wash their hands when they return from the outing.

The nursery is welcoming and well maintained. Children choose from a variety of good quality resources in the main playroom. However, these do not always provide a good level of challenge for older and more able children when they are based in this room with the younger children. Resources are stored so children can select things for themselves, which promotes their confidence and independence. Staff make daily checks of the nursery and outdoor area and make sure appropriate precautions are in place so that children can play safely. They supervise children vigilantly, making sure that enough staff are always present to provide children with appropriate support. They make sure they complete risk assessments of outings beforehand and then check the park again once they arrive to make sure it is free of hazards. Staff help children learn about risks and how to keep themselves safe when they remind them how to behave as they walk to the park and show them how to cross the road. Children take part in regular fire drills, which means everyone knows what to do in an emergency.

Staff promote children's health effectively. They are conscientious about good hygiene routines and everyone wears indoor shoes or slippers before they enter the playroom. Children learn to manage their own personal needs when they wash their hands before they eat, using the portable sink. Staff follow careful procedures for changing nappies such as wearing aprons and gloves, which minimises the risk of cross-contamination. Children enjoy regular meals and snacks that are freshly prepared for them on the premises. Menus are well balanced and nutritious. Children who have special diets or who are new or reluctant to eat are offered alternatives. Staff keep parents informed of what their child has eaten through their daily diary and they make changes to meals where parents express particular preferences. Children play outside every day as part of a healthy lifestyle. They enjoy an outing to the park where they run around, play ball games and have a turn on the roundabout.

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

Effective arrangements are in place to ensure staff are vetted and are suitable to work with children. This safeguards children's welfare. Staff attend child protection training and know what steps to take if they have concerns about a child. All of the required documentation that promotes the smooth day to day running of the nursery is in place. Suitable policies and procedures are in place for responding to complaints raised by parents. At the last inspection, the provider was set an action to ensure that at least one member of staff holds a relevant level 3 qualification and that half of all other staff have relevant qualifications at level 2. The nursery has now increased the number of qualified

staff appropriately and the staff team includes four staff members with level 3 qualifications and two with level 2. The manager effectively monitors staff performance through supervision and appraisals. Staff have regular opportunities to attend local courses to develop their knowledge and skills. This results in an appropriately trained and supported staff team.

The manager shows an appropriate commitment to continually developing the nursery and improving outcomes for children. She makes good use of the support of the local authority as well as an external consultant to review the provision and plan for the future. For instance, an external consultant is currently helping the staff team develop their outdoor play provision. Staff show a suitable understanding of the learning and development requirements. At the last inspection the nursery was set an action to implement a system for assessment and planning. Staff have worked with the local authority early years advisors to develop and implement a suitable system for this. They now make regular observations of children, identify the next steps for children's development and support their learning appropriately by planning a variety of activities across all areas of learning. However, they are not yet using assessments consistently to fully challenge children and to effectively monitor their progress. Appropriate systems are in place to support children with special educational needs and/or disabilities. For instance, staff contribute to assessments by other professionals and agencies as needed and have made appropriate links with the local authority support services.

Parents comment that staff are polite, friendly and welcoming. They feel able to raise concerns with them and say that their children are happy at the nursery. They believe their child is safe and well-cared for. Parents have access to a variety of information about the nursery and staff also keep them informed through newsletters and the notice board. Staff are also aware of the benefits of working in partnership with other early years settings that children attend to ensure a consistent approach.

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

Unique reference number	EY445114
Local authority	Southwark
Inspection number	977399
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	19
Name of provider	Christ Apostolic Church Surrey Docks Committee
Date of previous inspection	11/02/2013
Telephone number	02072522086

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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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