

Colour Box Nursery

385 Ivydale Road, Peckham, London, SE15 3ED

Inspection date	17/09/2014
Previous inspection date	08/02/2011

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		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

- The sound relationships between the staff and children, and the children themselves, support children's growing personal and social skills.
- The staff encourage children to be imaginative in their play, supporting their creative thinking.
- Staff share the regular summary assessments of children's learning with parents so they are aware of the progress their child is making.

It is not yet good because

- Not all staff, including the lead safeguarding practitioner, have a secure knowledge of possible child protection issues and concerns.
- The staff have completed first-aid training, however, the provider was unable to provide evidence that it is relevant to young children and babies, as required.
- The staff do not consistently review and use information of how parents are supporting children's learning at home.

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 held meetings with the provider and the manager of the nursery, and invited the manager to carry out a joint observation.
- The inspector looked at some children's records, including their learning assessments, and spoke to some parents.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation processes.
- The inspector observed activities in the playrooms and the outside play area.

Inspector

Sue Taylor

Full report

Information about the setting

Colour Box Nursery registered in 1986 and operates from two rooms on the ground floor of a converted Victorian house. It is situated in Peckham, London. Children have access to an enclosed outdoor play area. It is open each weekday from 8am to 6pm for 49 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 17 children aged from 12 months on roll, all of whom are in the early years age range.

There are six members of staff, four of whom hold appropriate early years qualifications to National Vocational Qualification at level 3. One member of staff has Qualified Teacher Status. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

What the setting needs to do to improve further

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

- ensure the lead practitioner for safeguarding and staff have a secure knowledge about the signs of possible abuse and neglect
- ensure that the first-aid training undertaken by staff is paediatric first-aid training and meets the required course content.

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

- strengthen strategies to engage all parents successfully in sharing information about supporting their children's learning at home.

Inspection judgements

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

The staff promote children's learning and development well. They observe children during their play and monitor the progress they make across all areas of learning securely. This enables the staff to identify any gaps in children's learning and plan for these so that all children make good progress. The weekly planning is clear to all staff and includes activities to support individual children's learning needs. The staff complete the required progress checks for two-year-old children and provide a written summary of children's development to parents. This report includes strategies to promote children's next steps in learning, ensuring parents are aware of their children's learning needs at this stage.

Regular summary assessments help inform parents about their children's ongoing progress. Parents are positive about the information they receive. They feel able to discuss any learning or care needs they may have about their child with staff. However, strategies to engage parents to promote their children's learning at home and to share information with staff regarding this are not always successful.

The staff support children's developing communication and language skills well. Children are expressive in the words they use, particularly during their imaginative play. Staff ask children effective questions that help prompt them to think of more than a 'yes' or 'no' answer. As a result, most children are keen to share their ideas and talk about their play. During the inspection, some children joined in with an imaginative game of an ice-cream seller. They expressed their own ideas for ice-cream flavours, such as, elephant mint chip ice-cream. The staff encourage children to make marks in activities outside and indoors. This includes learning letters of the alphabet and then creating pictures of the letters using glue and sand. Outside, children use chalks on the ground or water to paint the fence. These activities help promote early writing skills. Most children settle well and are confident and keen to interact with the staff. They play cooperatively with other children and have the ability to be independent, such as going on the slide themselves. As children move through the nursery, they are gaining the skills they need for going to school.

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

The staff and the lead safeguarding practitioner have some basic understanding of possible signs and symptoms of abuse and neglect that would raise their concerns. However, their understanding is not fully secure and confident. In addition, there is no written evidence that the first-aid training staff have completed covers the required course content for paediatric first-aid training. This means that staff may not know how to administer the correct first-aid treatment. As a result, these breaches in safeguarding may compromise the children's well-being.

The small consistent staff team means that children are able to build positive relationships with the staff. The staff obtain good information from parents when children start. This means staff are able to meet children's individual care needs easily. This promotes children's well-being, helping them to settle. The staff manage children's behaviour well. The children happily share resources when necessary and show they listen well. The staff begin to teach children about the importance of having a healthy lifestyle and how to keep safe. For example, they practise emergency evacuations and learn to walk safely on the roads. Children have healthy meals that are cooked on site and which cater for their individual dietary needs. The staff encourage children's growing independence as they serve themselves and competently use a knife and fork. Most children sleep after lunch and have their own named sleeping bag, helping them to feel safe and secure. The staff provide an appropriate routine, settling them with a story, and the children sleep soundly until they want to get up. Those children not sleeping have suitable quiet activities in the dining area.

All children share the same room, although staff can easily partition off an area for the

one-year-olds when necessary, which supports their specific needs when required. The resources are at low level to encourage children of all ages to make choices about their play. During the day, children are able to decide if they want to play inside or outside. These choices help children gain confidence and develop independence. The wall displays are mostly adult-created, linking to recent themes or stories, but there are examples of children's own artwork. This values the children's efforts and achievements appropriately. There is a safety gate between the dining area and the kitchen. However, when staff are present, this is open allowing children to have easy access to the toilet when they want. This means children are able to manage their own personal needs independently.

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

The inspection took place as the result of a complaint about the management of children's behaviour. Following an incident where a member of staff caused a child to get upset, the provider met with the relevant staff. As a result, the staff are now clear about their responsibilities and when they should intervene in issues relating to parents and their children. They also recognise the need to be positive in their interactions with children and to be very aware of how the child is reacting to any physical contact. The staff spoken to are aware of the processes to follow if they have concerns and what to do if there are safeguarding allegations made against a member of staff. However, not all staff, including the lead practitioner for safeguarding, have a confident and secure knowledge of possible child protection concerns. In addition, although staff have completed first-aid training there is no evidence that this is relevant to young children and babies, as specified in the requirements of the Early Years Foundation Stage. These are breaches of specific legal requirements. There are clear procedures in place for outings. This includes ensuring each staff member has named children to supervise so they are less likely to get lost. There is a complaints policy in place for parents to view. The provider has updated the contact details for Ofsted, so that parents have access to the current contact details.

Overall, the premises are safe and secure with appropriate risk assessments to help keep children safe. The manager completes a daily safety check and takes action to minimise any hazards. For example, the door to the shed is not secure, which has some items, such as paint pots, on a high shelf. This is identified for repair and, in the meantime, staff supervise the children to ensure they do not enter the shed. The provider follows an appropriate recruitment process to help ensure the employment of suitable staff. This includes completing Disclosure and Barring Service checks. There is a general induction process to help new staff gain an understanding of their roles and responsibilities. There is ongoing support for staff with some training and supervision sessions. For example, there is encouragement for unqualified staff to complete a childcare qualification. The staff attend weekly meetings to discuss children's learning needs and childcare practices. This helps improve the care children receive.

The staff understand how the learning and development requirements encourage and support children's progress. They monitor children's learning progress well to identify each child's learning and development needs and to plan for their progress. This helps ensure

that all children make good progress and that any gaps in their achievements are identified and narrowed. The current written self-evaluation of the nursery provides some detail of the practices and how staff support children's learning. The staff have verbal discussions with parents to gain their views and thoughts. There is a basic development plan that the staff are working through with the local authority development worker. The nursery staff have made sound progress with the recommendations from the last inspection, such as ensuring the confidentiality of children's records. There are positive relationships with parents, and staff engage with them to ensure children receive the care they need. Parents comment that they receive suitable details about their child's day. The staff understand the need to work in partnership with others, such as other early years settings, when required. They liaise with schools that children are going to attend to arrange visits and discussions, which helps the move to school go smoothly.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that every person caring for children is alert to any indications that a child may be suffering from harm.
- ensure that every person caring for children is alert to any indications that a child may be suffering from harm.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	107429
Local authority	Southwark
Inspection number	989541
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	1 - 8
Total number of places	12
Number of children on roll	17
Name of provider	Linda Osborn
Date of previous inspection	08/02/2011
Telephone number	020 7277 9662

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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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