

Ravensbourne Project

4 Crantock Road, LONDON, SE6 2QT

Inspection date

Previous inspection date

25/09/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

- Staff use observations and assessments to plan for children's next steps in their learning. Therefore, overall, children are able to make consistent progress in most areas of their learning.
- Children are cared for in a relaxed and welcoming environment and show they are settled and happy.
- Staff understand their responsibilities to safeguard children and keep them safe.

It is not yet good because

- Systems to monitor the educational programmes do not effectively identify weaknesses. For example, staff do not consistently help children to develop their communication and language skills.
- There is no key-person system in place to fully support children's individual needs.
- Children lack opportunities to learn through purposeful play outdoors because staff do not use available resources to provide the children with challenges.
- Staff do not receive regular supervisions to effectively support their ongoing professional development and support the continuous improvement of the provision for children.

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 spoke to the manager and staff at appropriate times during the inspection. The inspector and manager carried out a joint observation.
- The inspector observed children and staff interacting indoors and outside.
- The inspector looked at children's assessment records, planning documents and sampled welfare records.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector
Marvet Gayle

Full report

Information about the setting

The Ravensbourne Project registered in 2009. It is based in a residential area, in the London Borough of Lewisham. They care for babies and children up to the age of 18 years. The project runs a nursery for children in the early years age range and an after-school project for older children. The project has sole use of the premises and there is a large outdoor play area. The project is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 10 children on roll in the early years age range. The project employs three staff, including the nursery manager who has an appropriate early years qualification at level 4. One other member of staff is qualified at level 2.

What the setting needs to do to improve further

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

- improve the quality of teaching to support children's communication and language skills more effectively
- ensure each child is assigned a key person and that staff are fully aware of their role and responsibilities to provide care for every child which is tailored to meet their individual needs
- ensure systems are in place to monitor the quality of teaching and educational programmes for children; and support staff with regular supervisions, coaching and training to promote continuous improvement.

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

- strengthen the use of resources available to children in the outdoor area to enhance their play, learning and development.

Inspection judgements

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

The quality of teaching is adequate. Staff play alongside the children and offer positive encouragement. They organise the indoor environment well and provide a variety of resources for children to explore. However, despite having a wide variety of resources in storage sheds, staff do not make full use of these to provide children with a suitable range

of resources and activities outside. This hinders children's ability to develop their physical skills and enjoy playing outside, especially for those children who learn best in this environment.

Staff observe the children regularly and use this information to plan appropriate activities to support their interests and next steps in learning. Learning journals are used to capture children's achievements and systems are in place to help staff monitor children's progress. However, the support staff provide is variable. Some staff are able to extend learning through offering additional resources to enable children to explore simple mathematical concepts further. For example, staff provided children with different sized containers to use in the sand. However, they did not ask meaningful questions or encourage the children to predict what might happen to the sand as they played. This does not support the children's communication and language skills, as they are not learning to express their thoughts, learn new vocabulary and hear a variety of words. Children who learn English as an additional language or have additional communication needs are also not supported fully to make consistent progress. For example, staff have resources available to provide children with alternative ways to communicate their needs and preferences, such as flash cards and pictorial timelines. However, staff do not use these consistently and as a result, children's communication and language development is not effectively promoted.

Children show balance and coordination as they move around, supporting their physical development. They have regular opportunities to explore puzzles and learn about space, different shapes and size, developing their awareness of mathematics. Children have access to a range of resources to enable them to develop their early writing skills as there are mark-making tools and books indoors. This supports their early literacy skills. As a result, the children are starting to develop some of the skills that support their readiness for school.

Staff work well with parents. They encourage parents to share information and contribute to their child's initial assessment of their skills and abilities on entry. Staff provide parents with newsletters and letters they can read at home, which helps to keep parents informed of current themes and events. Some parents express positive comments about their child's progress since starting the nursery. For example, they comment that their children are becoming more independent.

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

The manager has not put a key-person system in place. This means that children do not have a named member of staff allocated to them to provide a settled relationship and support for their individual needs. Consequently, children do not have a familiar person to turn to should they reassurance or support. Furthermore, the manager takes on the role of maintaining all children's assessment records, which are not up to date. This means that staff lack current information to support children's learning and care needs. All staff have friendly and caring dispositions and children appear calm and settled considering they have not long started. All children are cared for together in one room, with a separate room for calm exploratory and sensory play. Children benefit from having direct

access to the outside play area, which means that they can choose where they want to play. However, the outside area is not used effectively to support children's physical development and well-being. This is because staff do not make appropriate use of the wide range of outdoor equipment stored in the shed. The indoor environment offers a continuous provision of resources to support the seven areas of learning. This helps children to make independent choices in their play. Staff point out hazards to the children, which contributes to raising their awareness of safety issues. For example, staff remind children not to run indoors, which enables them to learn how to manage risks safely.

Staff provide children with a selection of fresh fruits at snack time and talk to them about the importance of leading healthy lifestyles. For example, they explain to children why milk is good for their teeth and bones. Staff promote children's independence and self-care skills well. This is because staff encourage children to try things for themselves. Staff use praise as a way of reinforcing children's efforts and they remind them to share and take turns in their play. This helps children to understand expectations regarding behaviour and help them become ready for starting school.

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

The manager does not have a full understanding of her responsibilities to meet all of the learning and development, and safeguarding and welfare requirements. Systems to monitor the educational programmes provided for children, particularly their communication and language development are not robust. Staff do not use questions and discussions consistently to enable children to extend their learning. For example, staff do not consistently model language or talk about what children are doing to enable them to think about and solve problems for themselves. Furthermore, staff do not make consistent use of visual aids to support children with special educational needs and/or disabilities to communicate non-verbally. Consequently, children are not effectively supported in this prime area of their development.

There is a range of resources available to develop children's physical skills and enable them to enjoy being outside in the fresh air. However, these are stored in sheds and staff do not routinely get them out. This means that children are not able to fully develop their range of physical skills and enjoy being outside.

There is no key-person system in operation, which means that children do not have the opportunity to form strong emotional bonds with one person. This also means that parents do not have one named person to talk about their child. However, as the staff team is small, children know all the staff well and are settled and happy in the nursery. Therefore, the impact on children is minimal.

Staff have a clear understanding of their role in implementing safeguarding procedures to promote children's welfare. All staff attend ongoing child protection training to support and underpin their knowledge. Staff are clear about the signs, symptoms and their responsibility to respond to any concerns they may have about children in their care.

Recruitment procedures are in place and Disclosure and Barring Service checks are carried out to ensure that staff are suitable to be working with children. Staff conduct daily risk assessments to help identify, minimise and eliminate all possible hazards to enable children to play safely. Staff check visitors' identity and ask them to sign in and out. Staff closely monitor children's arrival and departure times, which means that staff know who is on the premises at all times.

Staff use observations, assessments and planning systems to plan for children's next steps in their learning. Therefore, enabling children to make suitable progress in most areas of their learning and development. Staff receive support from the local authority and other relevant professionals to help to embed new strategies into practice. This helps staff to seek support and guidance to help children with special educational needs and/or disabilities.

The staff and management have systems in place to evaluate and reflect on the provision and the educational programmes they provide for children. However, these are not fully effective to identify the weaknesses in the educational programmes. In addition, there is no system in place to provide staff with regular supervisions. This means that staff are not able to discuss any concerns they may have about children or their priorities for professional development. In addition, staff are not encouraged to reflect on their strengths and weaknesses to identify areas for personal improvement.

Good displays of information enable parents to gain an understanding about how children learn through play. Partnerships with parents are appropriate. Parents talk to staff to gain information about their children's well-being, which puts them at ease. Parents receive daily feedback about their children's care and learning, keeping them well informed during their time at the nursery. Regular newsletters are given to parents so that they are kept up to date about current topics, celebrations and important dates. Children's developmental records are shared with parents. Staff value parents' views and gather these through questionnaires and in person. Parents speak positively about the care and service provided. Parents are happy with their children's increased confidence.

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. 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	EY393703
Local authority	Lewisham
Inspection number	724289
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	10
Name of provider	Ravensbourne Project
Date of previous inspection	not applicable
Telephone number	02086952661

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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