

Victory House Children's Centre

R C C G, Victory House, 5 Congreve Street, LONDON, SE17 1TJ

Inspection date

11/12/2014

Previous inspection date

28/05/2009

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

- Staff work well with parents, which helps to promote a consistent approach to children's care.
- Staff use observations well to plan activities that support children's learning and development.
- Staff work well in partnership with external professionals to support children with special educational needs and/or disabilities.

It is not yet good because

- Some staff do not know the safeguarding procedures to follow should they have concerns about children's welfare. This compromises children's safety.
- Staff do not consistently manage children's behaviour. Therefore, the behaviour of some children hinders others' enjoyment and learning.
- Children are not always offered a selection of healthy snacks. Therefore, children's health and well-being is not fully promoted.
- The provider does not use robust monitoring procedures to ensure that all strengths and weaknesses are identified to make ongoing improvements.

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 parents to gain their views on their children's experiences.
- The inspector observed children and staff playing and interacting.
- The inspector held discussions with the provider and manager.
- The inspector conducted a joint observation with the manager.
- The inspector reviewed a variety of documentation including assessment materials, policy documents, and health and safety records.

Inspector

Sama Saheed

Full report

Information about the setting

Victory House Children's Centre registered in 2007 and is run by The Trustees of RCCG - Victory House. It operates from four rooms in church premises situated in the London Borough of Southwark. There is no outdoor play area attached to the premises, but children have access to the playground situated across the road. The nursery is open each weekday from 8am to 6pm, 51 weeks of the year. The after-school club is open each weekday from 3pm to 6pm during school term time and from 8am to 6pm during the school holidays. The children's centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 29 children on roll in the early years age range. There are six members of staff, including the manager who holds early years professional status. The children's centre supports children with special educational needs and/or disabilities, and those who are learning English as an additional language.

What the setting needs to do to improve further

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

- ensure that children's health and well-being is supported through providing healthy options at snack times
- ensure children's behaviour is managed consistently
- ensure all staff understand the safeguarding procedures to follow should they have concerns about children's welfare.

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

- strengthen monitoring systems to identify areas of strength and weakness and develop concise actions plans to drive improvement in outcomes for children.

Inspection judgements

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

Staff use observations, planning and assessment systems to help children make satisfactory progress in their learning and development. Staff gather views from parents about what children like doing and use observations of children to inform the planning process. This helps to plan activities which children are interested in and which focus on

their developmental needs. Each child is assessed using published developmental guidelines, which enables staff to monitor children's progress according to ages and stages of learning. Children with special educational needs and/or disabilities benefit from the partnerships that the staff have developed with external organisations to support identification, assessment and intervention for their needs. This means that all children are progressing suitably.

Children are happy and excited as they sing a variety of songs, including Christmas songs, in Spanish and English. This promotes creativity, diversity and understanding of the world. Staff interact well with children which helps them to be confident as they develop their communication skills. For example, when children were mixing sand and water together, staff asked the children questions about what they were doing. Children used their imaginations and told staff that they were making tea. Staff responded positively and praised children's imaginative skills as they busied themselves making tea. This shows that staff are able to interact and support children's imaginative skills as they play.

Staff support children to develop an awareness of mathematical concepts and early writing skills in preparation for school. For example, children learn to count using building blocks. Children also enjoy making marks by drawing pictures of their family members and writing their names on paper. Staff encourage children to think and develop their understanding of the world through effective questions. For example, when children said 'roar' as they played with dinosaurs, staff extended their knowledge and asked what other animals make roaring sounds. Children and staff enjoy sharing stories together, and discussing their likes and dislikes. These interactions help children to value the similarities and differences between themselves and others.

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

Staff turnover is low which means that staff get to know their key children well. Staff work closely with parents to support children as they settle into the nursery. Therefore, staff and children are forming appropriate bonds that help them to be emotionally secure. However, children's safety is not fully assured as staff do not ensure that children's behaviour is consistently monitored and supported. This means that, at times, children's behaviour hinders those who are playing happily. Some children find it hard to share resources, which results in them snatching toys from other children.

Children enjoy culturally diverse meals that are cooked fresh on the premises. Staff invite parents to bring in cooked meals reflecting their cultural heritage. This helps children to respect and value each other and appreciate different cultures. However, snack time does not always include healthy options, such as fruit. Therefore, healthy eating is not consistently promoted. Staff support children to be independent by encouraging them to serve themselves at meal times.

The environment is stimulating with a variety of displays, prints and numbers on the walls. There are also brightly coloured decorative areas for children to play and explore. Children enjoy climbing on an indoor playing frame with a den underneath. This promotes

children's imagination and independence in play. The environment is checked daily for any hazards. Staff conduct advanced safety checks before children go out and play. For example, staff check that park equipment is in good working order before taking children to the park. This means that risk assessment systems are effective and keep children safe from harm.

An appropriate number of staff hold valid first-aid certificates. This means that staff are able to respond and deal with minor accidents and injuries children may receive. Accident treatment and medical permission documents are filled in accurately with parents' signatures, therefore, helping to safeguard children.

Staff help children to move smoothly between the rooms, as key persons take children into the next age range to settle gradually. This helps children to develop confidence in the room and learn the routines before being left. Staff help children to prepare for their move to school by inviting local school teachers into the nursery to meet them. Discussions at group times further enable children to think about and learn what going to school may be like.

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

The provider does not have an appropriate understanding of her responsibilities in meeting all the safeguarding and welfare requirements. Some staff do not demonstrate a suitable knowledge of the procedures to follow should they have concerns about children in their care. This compromises children's safety and well-being. However, staff do show an understanding of the signs and symptoms they must be alert to. Staff do not manage children's behaviour suitably, which means that some children are unable to share and take turns. Furthermore, children's health is not fully supported as staff do not provide children with healthy options at snack time; instead, children have jam and toast.

All staff have suitability checks through the Disclosure and Barring Service. This helps to ensure that staff are thoroughly vetted prior to working with the children. The provider has effective recruitment procedures. All staff must supply references and proof of qualifications. In addition, possible new staff have trial work sessions, which enables the manager and provider to observe their skills and abilities. There is an induction and probation period which helps staff to learn their roles and responsibilities. The leadership and management team is dedicated to the continuing professional development of staff. Staff's strengths and weaknesses are identified through appraisal and supervisions. In partnership with the local authority, staff are offered various training opportunities to improve their practice, including in food hygiene and communication skills. This helps to promote better practice in the nursery. Staff are adequately qualified.

The provider and manager are supported in their work because they have built close links with the local authority. This includes the development of improvement plans that have made a difference within the nursery, for example print has been extended throughout the environment. This teaches children to recognise letters. The partnership with the local

authority has supported satisfactory self-reflection and evaluation which takes into account children's, parents' and staff's views. However, self-evaluation is not robust enough to ensure that all legal requirements of the Early Years Register and the associated requirements on the Childcare Register are met.

Parents say that their children have made progress in communication and social skills since starting the nursery. Parents have been invited into the nursery to learn how to create treasure baskets to enhance children's learning. Parents also volunteer in the nursery which means that parent partnerships are effective. Suitable partnerships with external organisations support children with special educational needs and/or disabilities to make progress in their learning and development. For example, the staff work with parents and professionals to provide continuity of children's care and learning needs when early intervention is necessary.

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:

- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register).
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

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	EY358902
Local authority	Southwark
Inspection number	844185
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	29
Name of provider	RCCG - Victory House
Date of previous inspection	28/05/2009
Telephone number	07950505241 0207 2527522Head office

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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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