

St. Andrew's Community Nursery and Out of School Club

St. Andrew's Centre, Brockley Road, LONDON, SE4 2SA

Inspection date	15/01/2015
Previous inspection date	22/05/2012

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

- Strong leadership and management fully supports continuous improvement, which improves the outcomes for children, parents and staff.
- Children have good opportunities to flow between the indoor and outdoor environments, which enables them to follow their own play experiences.
- Staff work hard to involve parents in the nursery, which supports consistency for children's care and learning.
- Staff promote children's communication and language skills effectively, which enhances their skills for their future learning.

It is not yet outstanding because

- Labelling does not reflect children's home languages to further value the different backgrounds of their families.
- Staff do not always provide a good balance of adult-led and child-initiated activities, in order to support children's concentration skills.

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 play facilities in the play room and outdoors.
- The inspector viewed documentation including evidence of staff suitability.
- The inspector held meeting with the owner and had discussions with the staff.
- The inspector took account of the views of parents

Inspector

Sarah Bangura

Full report

Information about the setting

St. Andrew's Community Nursery and Out of School Club has been established for many years and registered with the current trust in 2011. It operates within the grounds of St Andrew's Church, in Brockley, in the London Borough of Lewisham. Children have access to a large hall and additional rooms. There are two outdoor play areas in the front and back of the building. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting employs 10 members of staff. All staff hold relevant qualifications at level 3 and above. The setting provides full day care from 8am to 5.45pm. The out-of-school club is open each weekday from 3pm to 6pm, during term time only. The holiday play scheme is open each week day from 8.30am to 6pm.

What the setting needs to do to improve further

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

- enhance labelling by adding languages of children in the nursery, to further improve communication skills
- enhance the learning activities for children to ensure there is a better balance of adult-led and child- initiated experiences.

Inspection judgements

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

Children make good and in some cases exceptional progress in the areas of learning. They benefit from a well-resourced, rich learning environment. Toys and equipment are easily accessible, enabling them to make choices and develop their independence. Children benefit from open plan play space and have free flow access between the indoor and outdoor play areas. Staff are attentive in their supervision of children. They support children enthusiastically as they explore the learning environment. They provide children with a broad range of resources that cover the areas of learning. Staff regularly seek children's ideas and interests, which they use effectively to plan for children's ongoing progress. Overall children engage well in their learning. However, occasionally due to the high ratio of child-initiated play, a small number of children lose interest in their chosen activity. This does not fully support children to develop their concentration skills. Staff rigorously review children's progress checks to ensure all children make good progress towards the learning goals and to identify areas where they need extra support.

Children have good opportunities to develop their language skills. They participate in

weekly reading sessions in small groups. They listen to familiar stories on the computer and respond appropriately to questions that test their understanding. Children speak with staff and each other in clear sentences, demonstrating the strength in staff's exceptional support of children's language skills development. Constant use of computer also enables them to develop their awareness of technology. Children have many opportunities to develop their social skills. They take turns during play and eagerly take responsibilities in daily routines, including helping to put away toys and set up activity tables.

Children develop their imagination and ideas as they act out their own stories using props in the different role play areas, while being supported by staff. They imitate home life, for example, cooking various meals in the mud kitchen. Staff extend their learning with useful questions and suggestions to develop children's understanding further, especially those with additional needs to think about what they are doing. Children have many opportunities to develop awareness about number, space, measure in fun activities. For example, staff count balls thrown into hula hoops or use mathematical language during play, which enlivens and supports their learning well.

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

Staff promote children's safety well, for instance, they have effective systems to keep children safe from visitors. Children learn about stranger danger and road safety, enabling them to learn how to keep themselves safe. Staff promote children's good health through a nutritious diet of healthy meals and opportunities for exercise throughout the day. Staff respect dietary needs and personal hygiene, which helps to ensure that they meet children's needs effectively. Children and staff follow good hygiene wiping tables with disinfectant to prevent cross contamination and wash their hands before setting tables. This helps them to develop a sense of responsibility.

Children show a good sense of belonging and independence as they explore their free flow learning environment. There is a strong sense of community in this long running nursery. As a result, children benefit from secure relationships with long term staff. Staff regularly reinforce nursery rules, such as taking turns and respecting each other's needs. This supports children's good behaviour well and further positive strategies are in place to manage challenging behaviour. Staff seek the guidance of other professionals to encourage appropriate behaviour, enabling all children to behave well for their age and stage of behaviour.

Staff promote equality and diversity well. They know children's unique needs and work in partnership with parents and others to ensure they meet the needs of all children. Staff actively seek parents' participation in the life of the nursery. They invite parents to come into the nursery, to read with children and fund raise. Children participate in religious festivals such as harvest celebration in the church. They access a good range of activities that reflect people in the community, which gives them a strong awareness of cultures and beliefs.

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

Staff demonstrate a good knowledge of how to safeguard children's welfare. Staff understand and follow clear procedures should they have any concerns regarding children's welfare. Staff have access are familiar with the policies and procedures of the nursery and implement them well so that the nursery operates effectively and all children remain safe. Robust system of recruitment, induction and regular training ensures suitable staff have direct access to children. Staff carry out thorough risk assessments in all areas of the nursery and any outings that children participate in.

The leadership and management is strong. The new manager has made extensive changes and this is ongoing. This in turn benefits staff and children. She supports staff to raise the standard of practice through regular appraisal and monitoring. She encourages staff to take on more roles and implement their ideas and this has greatly developed their confidence and motivation. For example, delegating staff to develop links with schools to facilitate smooth transfer for children. Leadership and management is a notable area of strength and is reflected in the many praises from parents, staff and the strong progress of children.

Self-evaluation is robust. It reflects the strengths of the nursery and areas of development staff and management are working hard to implement. For example, priorities for action include developing resources and teaching where children's progress does not meet staff's high expectations. This strong drive and commitment for continuous improvement is shapes the good quality and some outstanding elements of the nursery.

Parent partnership is very strong. Staff and management value the input of parent strongly. Staff place high importance in working closely with parents to meet the needs of all children. Staff participate in meetings with other agencies that support children with additional needs strongly. The manager exceptionally adapts its provision to accommodate all children, including those with very specialist needs as the manager has a positive approach to inclusion. Staff look at the targets set by professionals to support the children with their learning and development. They consider how to implement these targets in the nursery to enhance the children's welfare and learning. This provides good continuity of care in children's care, learning and development.

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	EY437798
Local authority	Lewisham
Inspection number	824295
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	91
Number of children on roll	51
Name of provider	St. Andrew's Centre
Date of previous inspection	22/05/2012
Telephone number	020 8692 5041

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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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