

Inspection date	27 January 2015
Previous inspection date	7 July 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The manager does not identify children's next steps in learning and use these to plan challenging activities to help children make progress.
- The manager does not use the daily risk assessments to sufficiently identify risks and help to keep children safe.
- The special educational needs coordinator has not completed training. As a result, she lacks knowledge of how to support the volunteers with any concerns they may have in relation to children's learning and development.

It has the following strengths

- Children make appropriate progress in their learning from their starting points; they have access to a sufficient range of activities led by adults and those they choose themselves. They make independent choices from the quality toys and resources.
- All staff responsible for preparing meals hold an appropriate food and hygiene qualification. They provide children with a healthy, balanced diet.
- Staff keep parents well informed of their child's progress. Therefore, parents have good opportunities to be involved in their child's learning.

What the setting needs to do to improve further

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

- make regular observations and assessments of all children's learning and use these to identify their achievements and next steps in learning and development
- use the assessments of individual children to plan challenging activities to help them make progress in their learning
- ensure that risk assessments cover all aspects of the environment and include details of how risks will be reduced or managed if they cannot be removed.

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

- strengthen the knowledge of the Special Educational Needs Co-ordinator in order to be able to fully support children with additional needs.

Inspection activities

- The inspector observed children aged two in the play area, spoke to the staff, observed staff in their roles, and viewed the outdoor play areas.
- The inspector spoke to a number of staff to explore their knowledge of the nursery's policies and procedures, and their role as a key person.
- The inspector observed play resources accessible to children.
- The inspector sampled a range of documentation, including safeguarding and evidence of suitability checks carried out on staff, and self-evaluation. The inspector also met with a sample of parents to gather their views about the service.
- The inspector completed a joint observation with the manager.

Inspector

Patricia Edward

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Children make steady progress because staff have sufficient knowledge of children's skills and provide suitable activities. All staff carry out observations of children. However, there are inconsistencies in the observations and staff do not consistently use their assessment to inform their planning for children's next stages in learning. As a result, activities do not always effectively challenge individual children to help them move on in their learning. Staff complete the required progress check for children aged between two and three and share these with parents. Staff work well with children who have English as an additional language. They are proactive in reinforcing children's home language, which gives children a chance to use their home language in their play. Children enjoy looking at books in the comfortable book area. They have ample opportunities to use a range of implements to draw and develop pre-writing skills. For example, in the outdoor area, children use chalks to draw large circles on the floor. Children have access to a wide range of role-play resources, which they use with imagination and creativity. Overall, children are developing sufficient skills in preparation for their future learning and move to school.

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

Children learn about healthy lifestyles and benefit from daily opportunities to obtain fresh air and exercise. They have access to large fixed equipment, which develops their physical abilities. Staff are attentive to children's care needs. As a result, children are settled, secure and confident in the setting. Staff conduct daily risk assessments of the premises. However, these are not suitably robust to identify all risks. For example, they do not identify the risks of dangerous substances in the bathroom and keep them out of children's reach. This puts children at risk.

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

The management team has robust recruitment procedures to ensure that the staff, who are all volunteers, are suitable to work with children. Staff understand their responsibilities towards the children and know what steps to take if they have concerns about a child. The management team monitors the staff's performance through regular appraisals, meetings and supervision. She also monitors the progress of children in order to identify any gaps in learning. The special educational needs coordinator makes links with other professionals as necessary, to help children with special educational needs and/or disabilities. However, she is yet to complete training in this area to strengthen her knowledge. This hinders how effectively she is able to support and advise the staff. The management team and staff evaluate their practice. For example, they have completed all actions and recommendations from the last inspection. This demonstrates the setting's commitment to continuous development.

Setting details

Unique reference number	144094
Local authority	Lambeth
Inspection number	836674
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	7
Number of children on roll	9
Name of provider	Childspace Parents Co-Operative Committee
Date of previous inspection	7 July 2009
Telephone number	

Childspace registered in 1990 and operates from the community centre hall situated in Brixton, in the London Borough of Lambeth. A voluntary parent cooperative committee runs Childspace. The parents of the children that attend form the management committee and volunteer as staff on a rota basis. The provision is open Monday, Tuesday and Thursday from 9am to 2pm for 47 weeks of the year. The provision employs a manager who holds an early years qualification at level 5; the rest of the staff team are volunteers. One volunteer holds qualified teacher status.

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