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| Inspection date | 12 January 2016 |
| Previous inspection date | 27 January 2015 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff carry out regular risk assessments. For example, they make sure that cleaning materials are stored away from children, which enables children to play in a safe learning environment.
- Staff work closely in partnership with parents. For example, they regularly share information on the children's stages of development and areas to work on. This provides good continuity of care.
- Children are happy and settled. They arrive eager to start learning and staff use this enthusiasm to engage them in good quality activities to help children to make good progress in their learning.
- Staff attend regular training sessions. This helps them to keep up to date with changes to legislation and to provide good quality activities to enhance children's learning experiences.
- Staff promote children's independence skills well. For example, children serve themselves their snack and pour their drinks during snack times.
- The management of the setting is effective. The nominated person and the manager check the ongoing suitability of all staff and volunteers for their role in working with children. This helps to safeguard children.

It is not yet outstanding because:

- Staff do not always move routines on in a timely manner and children occasionally lose valuable learning time as they wait.

What the setting needs to do to improve further

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

- review routines to strengthen children's learning and minimise their waiting time.

Inspection activities

- The inspector observed children at play in the main hall and garden.
- The inspector spoke with the nominated person, manager and staff at appropriate times during the inspection.
- The inspector reviewed documents, including safeguarding.

Inspector

Rebecca Hurst

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team has worked together to meet the actions set at the last inspection. Managers have worked in partnership with the local early years team to look at areas to improve, for example, they have revised their planning and the safety of the children. Staff have a clear understanding of safeguarding and child protection procedures to follow if they have any concerns. The nominated person carries out regular appraisals on the manager. They review her work and identify training she would benefit from. As staff are all volunteers, the manager evaluates their practice and carries out training on a monthly basis. This helps her to highlight training needs for all staff. As all parents work in the setting, they are able to help the manager shape the service they require. This helps to continually improve the outcomes for children.

Quality of teaching, learning and assessment is good

Staff set realistic targets for the children to work towards. For example, they carry out detailed assessments of children's learning and they use the next steps of learning to inform the planning. This enables staff to plan to meet the children's individual needs successfully. Staff complete detailed reports of children's development. These are used to inform the next setting that children move to of the stages they have reached with their learning and development. This helps to provide good partnership working to promote children's learning and development. Staff complete the required progress checks for children aged two years and they share these with parents. This aids them to work in partnership to promote children's learning.

Personal development, behaviour and welfare are good

Staff successfully promote children's health and well-being and provide a wide range of activities. For example, during mealtimes staff sit with the children and talk with them about the food they are having. Staff also use these times skilfully to strengthen children's mathematical and language skills. For example, staff ask the children about the size of slices of fruit they would like and count the pieces of apple. Staff are fully aware of the importance of outside play. They make sure that children have daily access to strengthen their physical development. For example, children have a climbing frame inside they can use. Children practise regular fire drills, helping them to understand what to do in the event of an emergency. Staff are all consistent in their approach to behaviour management. Children behave well, given their ages and stages of development.

Outcomes for children are good

Children gain the necessary skills for their future development and next stage of their learning. For example, they learn how to dress themselves ready for outside play.

Setting details

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|------------------------------------|---|
| Unique reference number | 144094 |
| Local authority | Lambeth |
| Inspection number | 1034715 |
| Type of provision | Sessional provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register |
| Age range of children | 1 - 3 |
| Total number of places | 7 |
| Number of children on roll | 9 |
| Name of provider | Childspace Parents Co-Operative Committee |
| Date of previous inspection | 27 January 2015 |
| Telephone number | 07954 684286 |

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

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