

Ravensbourne Project

4 Crantock Road, London, SE6 2QT



Inspection date

29 September 2015

Previous inspection date

25 September 2014

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

Summary of key findings for parents

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

- Improvement in teaching since the last inspection has been slow. Managers recently implemented monitoring, staff supervision and professional development arrangements to more rigorously drive improvement. These lack a precise focus on teaching.
- Children with communication and language skills that are lower than expected for their age are not supported consistently well so they catch up quickly. Staff do not always help children to extend their learning from language focus sessions during the daily routines and free play.

It has the following strengths

- Standards of care for children's welfare are high. Inclusion is at the heart of the nursery's work. Staff have a good understanding of each child's physical and learning needs. They focus on supporting children's self-confidence and enable all children take part in a wide range of activities indoors and outside.
- Children settle in quickly to the nursery's daily routines with sensitive and positive encouragement from their key workers. Children follow the caring example set by staff when they invite others to join in digging in the sand or to sit with them at snack time.
- Staff build purposeful relationships with parents. Parents contribute frequently to assessments. They are kept well informed about their children's progress. Partnerships develop through daily discussion and regular parents' meetings. This ensures children's health and personal care routines are carefully continued between home and nursery.

What the setting needs to do to improve further

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

- implement staff monitoring, supervision and professional development arrangements more effectively to promote continuous improvement and secure high quality teaching across all areas of children's learning
- promote children's emerging speaking and alternative communication skills so all children make at least typical progress and gaps for those with lower starting points close quickly.

Inspection activities

- The inspector observed activities indoors and outside and spoke with staff and children at suitable times throughout the day.
- The inspector carried out a joint observation with the manager.
- The inspector held discussions with the manager and provider.
- The inspector looked at a sample of policies, procedures and documents relating to the management of the nursery, including those for checking the suitability of staff.
- The inspector spoke with parents and took into account their written feedback to the nursery.

Inspector

Christine Davies HMI

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers have made the necessary improvements to meet the requirements of the Early Years Foundation Stage. However, managers were slow to focus efforts on all the areas of practice that needed attention. Improvement in the quality of teaching is not yet sustained. The nursery has high aspirations for all children, which are evident in the broad range of experiences provided. Safeguarding is effective. Safe recruitment procedures and appropriate training programmes are in place for all staff. The nursery has a strong culture of vigilance. Well-established partnerships with other agencies secure early help to support children's health and development needs.

Quality of teaching, learning and assessment requires improvement

Although some children are confident talkers, others with additional communication needs are not always fully supported to express their ideas. Staff have introduced effective small group activities that focus on supporting children's language and communication development. Staff use signing and picture cards to support children's emerging speaking and communication skills. Children begin to communicate confidently during these sessions. Children with special educational needs eagerly anticipate the 'what's in the bag?' small group game. They seek out their favourite bags to get the activity started. However, staff do not routinely enhance this learning throughout the day. Staff hold children's attention well when introducing new ideas in technology or mathematics and when demonstrating practical skills, such as painting. Generally, staff base their plans on accurate assessment and provide a wide range of activities that meet children's needs. Children make choices in their learning and take part enthusiastically.

Personal development, behaviour and welfare are good

Staff constantly adjust the layout of the playrooms and outdoor area to meet children's changing mobility needs and encourage healthy physical activity. Children move around safely to explore in the quiet sensory room. They find sand, water, toys and natural objects to explore using all their senses. Routines support children's behaviour well and they understand what is expected of them. Children quickly establish self-help skills, such as finding their own coats and bags. They behave cooperatively and demonstrate respect for differences in ability. With encouragement from staff, children show resilience and tackle new challenges. Firm partnerships between staff and parents ensure that children are emotionally well prepared when they move on to the next stage in their learning.

Outcomes for children require improvement

Outcomes are inconsistent across the areas of learning. Taking their low starting points into account, children are not all catching up quickly enough in communication and language skills. This does not fully prepare all children with the skills they will need when they move on to other settings. The nursery gives effective support in other areas of learning and children make steady progress. Children with mobility difficulties acquire a 'can do' attitude and develop their physical skills well.

Setting details

Unique reference number	EY393703
Local authority	Lewisham
Inspection number	1017429
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	13
Name of provider	Ravensbourne Project
Date of previous inspection	25 September 2014
Telephone number	02086952661

The Ravensbourne Project registered in 2009. The provider shares the use of the premises with another organisation. The nursery has sole use of the care and play rooms and an enclosed outdoor space during opening hours. The nursery cares for children from two to five years of age, from Monday to Thursday in term time only. The nursery provides for children who speak English as an additional language and for disabled children and those with special educational needs. The project employs three staff, including the nursery manager. All hold an appropriate early years qualification.

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