

# Camberwell Grove Early Years Centre

195e Camberwell Grove, Camberwell, London, SE5 8JU



## Inspection date

15 July 2016

Previous inspection date

6 December 2010

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

## Summary of key findings for parents

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

- The management team does not ensure that staff carry out effective procedures to identify and address ongoing hazards in the outdoor area. However, staff supervise children effectively and minimise these risks quickly to reduce the impact on children's safety.
- The key person system is not effective. Staff do not have consistently up-to-date information about their key children to fully support their emotional well-being.
- Children's progress is not good enough. Staff assessments of some children's levels of development are not precise enough to identify and plan for their next steps in learning effectively. Children's activities are not always well focused to extend their learning.
- Staff supervision and professional development opportunities do not focus enough on the quality of teaching to improve children's outcomes as much as possible. Self-evaluation is not effective enough to recognise weaknesses in practice.

### It has the following strengths

- Children enjoy exploring resources and experiment independently in their play.
- Children behave well and show care and concern for each other and the staff.
- Parents receive a wide range of useful information and speak highly of the staff.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure that staff implement effective risk assessments to identify and eliminate all potential hazards to children's safety	18/07/2016
■ improve the accuracy of assessments to identify and plan effectively for what each child needs to learn next, and to ensure activities are well focused to extend learning and support all children to make the best progress possible	18/08/2016
■ improve the key person system so all staff have relevant information about their key children to support their emotional development effectively, especially during periods of change.	18/08/2016

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

- use staff supervision and professional development opportunities more effectively to raise the quality of teaching and improve the learning outcomes for children
- improve the effectiveness of the self-evaluation process to identify weaknesses in practice and the effects of these on children's care and learning.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector had a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Sharron Fogarty

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Safeguarding is effective. The premises are secure and staff check the identity of visitors to keep children safe. Staff recruitment, induction and ongoing suitability processes are effective. The management team addresses any concerns that may arise to support children's well-being. However, daily risk assessments for the outdoor area are not effective enough to ensure children's safety is continuously maintained. For example, during the inspection, two staff had signed to confirm that they had checked the outdoor area before children's use, but they had not removed some animal faeces. Children had no contact with this hazard as staff reacted swiftly and supervised them well. Staff work in partnership with parents and external professionals to support children as needed, including those who have special educational needs or disability. Evaluation systems are not yet embedded to make a positive impact on improving outcomes. However, the local authority and the management team are working together to make improvements.

### **Quality of teaching, learning and assessment requires improvement**

Staff work well together to provide an environment that reflects children's interests. They plan enjoyable activities to develop children's learning. Most staff extend children's learning with questioning and age-appropriate explanations to support their understanding. However, at times staff miss opportunities to extend learning further. Staff assessments do not always reflect children's true capabilities, and planning does not always provide enough challenge. Pre-toddlers communicate eagerly as staff provide positive encouragement for their emerging language skills. For example, they say words clearly for the children to repeat to encourage them to talk, introducing new words.

### **Personal development, behaviour and welfare require improvement**

Children develop secure relationships with their key person. Staff praise children constantly for their achievements, which builds children's confidence and self-esteem. However, key persons do not have up-to-date information at times to fully support children's emotional needs. Children enjoy the benefits of fresh air and exercise for their physical development. For example, they enjoy daily outdoor activities and have free choice in their play to move between indoor and outdoor spaces.

### **Outcomes for children require improvement**

Children generally gain the skills to help prepare them for the next stage in their learning. However, children are not consistently well supported to make the best possible progress in their learning and development. Children have opportunities to be creative and to practise their early literacy skills. For example, children dress up as 'spacemen', make rockets and look at books as they learn about space.

## Setting details

<b>Unique reference number</b>	159951
<b>Local authority</b>	Southwark
<b>Inspection number</b>	1056134
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	London Borough of Southwark
<b>Registered person unique reference number</b>	RP527467
<b>Date of previous inspection</b>	6 December 2010
<b>Telephone number</b>	0207 274 7245

Camberwell Grove Day Nursery registered in 1997 and is managed directly by Southwark Council. The nursery opens from Monday to Friday, 8am to 6pm, for 49 weeks per year. A team of 12 staff works directly with the children. All staff hold relevant qualifications ranging between level 2 and an early years degree. The provider receives funding to offer free early education for children aged, two, three and four years.

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.

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