

Sankofa Nursery

14 Sharratt Street, Peckham, London, SE15 1NR



Inspection date

29 May 2018

Previous inspection date

3 June 2016

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:

- Staff do not consistently manage children's unwanted behaviour to help them learn to express their feelings appropriately and understand how their actions can affect others.
- The manager has not ensured that there is at least one staff member with an up-to-date paediatric first-aid qualification.
- Staff do not effectively use their observations and assessments of individual and groups of children to track and monitor their progress. They do not identify gaps in children's learning quickly and plan precisely for their next steps in learning to help ensure all children make good progress.
- Systems for self-evaluation and monitoring the effectiveness of staff practice are not fully effective to support all staff in raising their level in specific areas of teaching.
- Staff do not make the most of opportunities that arise to support children's understanding of the importance and benefits of healthy eating.

It has the following strengths

- Parent partnerships are effective. Staff regularly share information about children's welfare and the activities they enjoy at nursery. They give parents helpful ideas for how they can support learning at home, such as through 'homework' activities.
- The caring staff build positive relationships with children, who feel happy, settled and secure. Children proudly show staff what they make throughout the day and actively include them in their play. Children enjoy their time at the nursery.

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
■ implement effective ways to manage children's behaviour to help children learn to express their feelings in a suitable manner and to understand how their actions can affect others	30/06/2018
■ ensure there is at least one person who has a current paediatric first-aid certificate on the premises and available at all times when children are present	30/06/2018
■ improve the use of observations and assessments to effectively monitor individual and groups of children's progress, identify any gaps in their learning and plan precisely for their next steps in learning.	30/06/2018

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

- extend the systems for self-evaluation and monitoring of staff performance so that it is more sharply focused on specific areas of staff practice in order to improve assessment, teaching and outcomes
- provide further support for children to fully understand the importance of eating healthily.

Inspection activities

- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector held discussions with the manager, staff, children and parents.
- The inspector read some of the nursery's documentation, including the safeguarding policy and procedures.
- The inspector sampled children's development information and records.
- The inspector completed a joint observation with the manager and discussed children's play, learning and progress.

Inspector
Ben Parsons

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Staff have a suitable, up-to-date understanding of child protection issues and know how to report any concerns about a child's welfare. However, the manager does not ensure that there is always at least one staff member with a current paediatric first-aid certificate to support children's safety and well-being fully, although there is little impact on children's safety because staff have good first-aid knowledge and their certificates expired recently. The manager offers support to staff, such as through supervisory meetings and further training. For example, staff have recently improved their understanding of different learning styles and support children's uninterrupted play more. However, the manager has not sufficiently identified and acted on the weaknesses in assessment to help identify and address differences in learning within groups of children. Although self-evaluation is not fully effective in supporting staff to improve teaching in all areas, the manager and staff have made some positive improvements to the provision. For example, they have improved the outdoor area and introduced enjoyable new opportunities for children to develop their imaginary play.

Quality of teaching, learning and assessment requires improvement

Staff know children's interests well and children enjoy learning through play, accessing a wide range of resources. For example, they confidently take on roles in the 'home corner' and enthusiastically prepare pretend meals for each other. Although staff regularly observe children's play, they do not consistently use this information effectively to assess children's progress and plan accurate, challenging next steps in learning. Staff support children's early literacy skills well and children begin to write and recognise the letters of their name. They confidently find their name from a list of three written words.

Personal development, behaviour and welfare require improvement

Overall, most staff understand how to manage children's behaviour. However, sometimes staff do not provide children with consistent guidance to help them learn how to manage their behaviour and understand their own and other people's feelings. Staff provide a welcoming environment for children to explore with plenty of opportunities for outdoor play and exercise. However, they do not appropriately challenge children's ideas of unhealthy eating and teach them about the benefits of eating healthily. Children develop some positive social skills and overall, play together happily, for example, when enthusiastically playing running and chasing games together outdoors.

Outcomes for children require improvement

Not all children make enough progress. Weaknesses in the quality of assessment mean that staff do not challenge all children appropriately to ensure they reach their full potential. Despite this, children communicate well, express themselves and develop some skills that prepare them for school. Children have secure mathematical skills and confidently count as they play. They enjoy singing songs and show good creativity as they explore play dough. Children enjoy tasks, such as preparing pizzas for their lunch.

Setting details

Unique reference number	129049
Local authority	Lewisham
Inspection number	1125902
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	20
Number of children on roll	23
Name of registered person	Joyce Baptiste
Registered person unique reference number	RP512748
Date of previous inspection	3 June 2016
Telephone number	0207 2776243

Sankofa Nursery registered in 1999. It is open between 8am and 6pm from Monday to Friday all year. The nursery receives funding to provide free early education for children aged two, three and four years old. There are five staff members. Four members of staff hold relevant qualifications at level 3.

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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