

# 1st Place Children & Parents Centre

12 Chumleigh Street, Burgess Park, LONDON SE5 0RN



<b>Inspection date</b>	24 August 2018
Previous inspection date	15 July 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The leadership team monitors and evaluates the quality of provision effectively. It works well to identify priorities for further development. This helps it to maintain good standards and improve outcomes for children.
- The manager provides staff with regular and effective support, and uses this to enhance their teaching practice and personal effectiveness.
- Staff supervise children well. Children have regular opportunities to get fresh air and exercise, and show that they enjoy the wide range of outdoor activities. This supports children's physical development and suits those children who learn best outdoors.
- The special educational needs coordinator provides very good support to staff. Potential gaps in children's learning are promptly identified and addressed. All children make good progress from their starting points.
- Parents value the service they receive. They speak highly of the close relationships key persons build with their children. Children's emotional well-being is supported well.

### It is not yet outstanding because:

- Some children do not consistently have opportunities to experience and use the languages they hear at home.
- Parents do not contribute fully to information about their child's progress to further develop the shared approach to children's learning.

## What the setting needs to do to improve further

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

- extend the opportunities available for children to recognise and use languages they experience at home
- give parents more opportunities to contribute information about their child's progress to further enhance the existing shared approach to children's learning.

### Inspection activities

- The inspector reviewed documents, including children's learning records, staff records, information shared with parents, and documentation relating to children's safety and health.
- The inspector jointly observed and discussed a children's activity with the manager.
- The inspector observed the quality of interactions between staff and children, and assessed the impact of these on children's learning.
- The inspector held discussions with staff at appropriate times.
- The inspector sought the views of parents during the inspection visit.

### Inspector

Kareen Jacobs

## Inspection findings

### Effectiveness of leadership and management is good

The manager works well in partnership with senior colleagues to monitor the effectiveness of the nursery. Leaders regularly seek the views of parents and take account of the feedback they give. For example, the use of technology is being used to improve communication with parents further. The manager supports staff well. For example, she gives regular feedback on the effectiveness of their interactions and activities. Safeguarding is effective. The manager implements the safeguarding policy well and responds effectively to safeguarding matters as they arise. She works well with relevant agencies to help assure children's safety. Staff are confident to identify and report any issues relating to children's welfare. The manager implements robust systems to protect children's safety well. For example, she regularly monitors and reviews accident records to minimise possible risks. The special educational needs coordinator is particularly skilled at monitoring the learning of children who do not progress as well as expected. She helps staff to act promptly to identify and address potential gaps in learning, in partnership with other professionals.

### Quality of teaching, learning and assessment is good

Staff work together well and successfully implement ideas that prioritise children's learning and interests. For example, they quickly adjust activity plans to take account of 'in the moment' observations of children's learning. All staff are aware of the progress that their key children make and use consistent strategies to help them in their learning. Staff provide children with a range of opportunities to make marks or write as they play. For example, children draw and write about the tomatoes that they plant and record how tall their friends are. Children show their enjoyment of books as they wriggle and giggle during storytelling about monsters.

### Personal development, behaviour and welfare are good

Staff in the baby room are skilled at settling young children in quickly and meet their care needs particularly well. Children behave well and develop good self-care skills, such as when they help to prepare for lunch and scrape their plates at mealtimes. Staff play alongside children and speak to them about what they do to extend their ideas. Children's creativity is very well supported. For example, staff show children how to use planks to make a ramp, as children play cooperatively to build structures using crates. Children show that they take turns, respect the ideas of others and help their friends, such as when mixing mud and carrying heavy pots together at the mud kitchen.

### Outcomes for children are good

Children develop good social skills from a very young age, such as when babies point to their friends and say their name. Pre-school children develop increasing mathematical awareness as they measure their friends and compare their findings. Children, including those who need extra help with their learning, are well prepared for their next stage in learning and move to school.

## Setting details

<b>Unique reference number</b>	EY311475
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10065938
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	1st Place Children and Parents' Centre Ltd
<b>Registered person unique reference number</b>	RP906841
<b>Date of previous inspection</b>	15 July 2016
<b>Telephone number</b>	0207 7408070

1st Place Children and Parents Centre registered in 2005. It operates within the London Borough of Southwark. The nursery is inspired by the Reggio Emilia approach to education. The nursery is open from 8am to 6pm on weekdays for most of year. The provider receives funding to offer free early education for children aged two, three and four years. Of the 20 staff who work directly with the children, four hold qualifications at level 5 or 6, including the manager, and 13 staff hold early years qualifications at level 2 or 3.

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