

Inspection of Camberwell After School Project

14 Badsworth Road, Camberwell, London SE5 0JY

Inspection date:

24 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are happy and excited to come to nursery each morning. The nurturing staff team greet children enthusiastically to ensure that they feel emotionally secure. Children access a board with photos of their families on. This helps to further support their emotional well-being throughout the session. The newly appointed manager strives for continuous improvement. She works with the staff team to carefully plan activities around children's interests and their learning and development targets. The manager is beginning to implement clear structures and routines for children.

The nursery manager encourages children to attend to different routines. She gently claps and shows children a picture of the next activity that she wishes them to take part in. However, her instructions are not successful in encouraging all children to respond. Furthermore, staff do not fully support the manager to encourage children to follow the rules in the nursery. This does not support all children to learn how to behave.

Children who speak English as an additional language are supported well. Staff model actions, alongside words, and speak in children's own languages as well as modelling the words in English. This supports children to develop their vocabulary in both languages and further develops their communication and language skills.

What does the early years setting do well and what does it need to do better?

- Children enjoy fresh air and exercise. They take part in activities to develop their physical development. Children ride bikes and practise balancing. They climb through holes, slide down slides and practise rolling hoops. Children use spades to dig in sand for dinosaurs.
- Some staff remind children to use their 'walking feet' inside the nursery. They encourage children to play together and share resources. However, children do not receive consistent messages from staff. Not all children fully understand appropriate ways to behave during circle times, mealtimes and playing alongside their friends. Staff do not ensure that children fully understand their expectations and learn safe and sociable ways to behave.
- Children have some opportunities to develop their independence. They wash and dry their own hands before meals and after messy play, and peel fruits at snack time. However, staff do not consistently provide children with opportunities to further develop their self-help skills. For instance, children are not encouraged to pour their own drinks or independently put on their coats for outdoor play.
- Children develop their small-muscle skills, such as when they make play dough. Staff encourage and support children as they mix the ingredients together using large wooden spoons. Children measure out the ingredients to add to the

mixture. Children use the palms of their hands to knead and squeeze the dough and use rolling pins to prepare the dough for using cutters. This helps to develop children's core muscle strength in their hands to support their next steps in writing.

- Staff interact well with children as they engage in role play and support their communication and language development. Children cook pretend food for staff in the role-play kitchen. Children develop their vocabulary through their discussions with staff. Staff encourage children to be imaginative as they use the pretend phone to call their parents to tell them about their day at nursery.
- Parents say that they feel well supported by the nursery. They receive daily communication and are invited in to discuss their children's targets and their development summaries. Parents recognise the progress that their children have made since starting nursery.
- The manager recognises where children need additional support, such as with their speech and language development. She signposts parents to local children's centres to further enhance opportunities for children to develop socially. Staff have opportunities to engage in training. However, they recognise the need to further develop communication with external agencies in order to further support children's learning and development and behaviour.
- Children understand the importance of healthy eating and enjoy sharing a range of healthy fruits and vegetables at snack time. Staff sit with children and talk about the different tastes and children's likes and dislikes.

Safeguarding

The arrangements for safeguarding are effective.

Staff carry out daily risk assessments to ensure that the premises and resources are safe for children. They recognise the signs when a child may be at risk of abuse and follow the procedures in place for reporting on this. Staff keep accident records, which are regularly reviewed by the management team and shared with parents. There are clear policies in place for the safe use of mobile phones. Staff understand the procedures for dealing with an allegation against a member of staff.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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support staff to develop a consistent approach to managing children's behaviour, to ensure that children understand safe and social ways to behave.	24/03/2023
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To further improve the quality of the early years provision, the provider should:

- provide more opportunities for children to further develop their independence
- develop working partnerships with external agencies to support children's learning and development and behaviour.

Setting details

Unique reference number	107507
Local authority	Southwark
Inspection number	10234062
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	8
Name of registered person	Camberwell After School Project
Registered person unique reference number	RP910337
Telephone number	020 7708 2711
Date of previous inspection	24 March 2017

Information about this early years setting

Camberwell After School Project registered in 1994 and is located in the London Borough of Southwark. The project operates during term time from 9am to 6pm, Monday to Friday. A team of five staff work with the children, including the centre manager. Staff in the nursery hold relevant childcare qualifications at levels 3 and 4. During the school day, the nursery 'Beanstalks' offers early education funding for children aged two, three and four years. Children of school age attend the after-school club.

Information about this inspection

Inspector

Penny Harman

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Parents shared their views of the setting with the inspector.
- The manager and inspector conducted a learning walk together and discussed how the curriculum is implemented and the impact on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided.
- The inspector spoke to the manager about how the nursery meets the needs of all children.
- The inspector spoke to a range of staff about safeguarding policies and procedures.
- The inspector observed the interactions between staff and children.
- The inspector and manager carried out a joint observation.
- The manager provided the inspector with a sample of key documentation on request and engaged in a leadership and management meeting.

We carried out this inspection 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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