

SRC Community Nursery

1 Gaza Street, Kennington, London, SE17 3RJ

Inspection date	23/04/2013
Previous inspection date	29/04/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children take the lead in their play and staff effectively engage with children to extend their thinking and communication skills.
- Well-established key person arrangements ensure children are happy and feel secure within the setting; children are confident to seek support when needed.
- There is a strong management committee. They provide appropriate support in times of emergency to ensure continuity of the nursery.
- Parents comment of the 'family feel' within the nursery. They appreciate the genuine interest and care staff have towards their children and their family.

It is not yet outstanding because

- There is scope to enhance monitoring and evaluation of practice by including the parents' views on how improvements can be made to education programmes.
- Links with all local schools children move onto are not well-established; as a result some children are better supported than others as they prepare to move into reception classes.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the management team including a member from the management committee and looked at a range of documentation
- The inspector observed play and learning activities in all the play rooms of the nursery, including the outdoor area.
- The inspector and manager worked together to carry out a joint observation of an activity.
- The inspector took account of the views of parents, staff and children spoken to on the day.

Inspector

Gillian Cubitt

Full Report

Information about the setting

SRC Community Nursery was first opened in 1983. It operates from a two-storey building that is purpose-built and is located in Kennington in the London borough of Southwark.

The setting is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. There are currently 68 children on roll in the early years age range. Children attend for a variety of sessions including full day care, various part time places and children over the early years age range attend after school hours only during term time.

The setting supports children with special educational needs and/or disabilities and children who speak English as an additional language. The group is open five days a week and operates from 8am to 6pm. All children share access to a secure enclosed outdoor play area. A team of 22 members of staff work with the children. Over fifty percent of staff hold appropriate early years childcare qualifications from degree level to level 2 in childcare. The setting receives support from an advisory teacher from Southwark Early Years.

What the setting needs to do to improve further

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

- develop stronger links with local schools to enable key persons to plan for the transition to reception class for all children
- build on the effective partnerships with parents to look at ways to ensure children receive a quality learning experience that continually improves, for example, seeking the views of parents as part of self-evaluation

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a good understanding of the legal requirements to support children covering their learning and development. There are effective systems for observing children, assessing their needs and planning activities that progress their learning and development well. Children's 'developmental journeys' and tracking systems clearly show how children are making good progress towards the early learning goals.

Staff have great fun playing with the children while skilfully observing what children do. They link into children's animated interest to extend their vocabulary and abilities to converse clearly. Children's fascination for role-play as doctors and nurses enables staff to teach them about how their bodies work. Older children listen to their heartbeat with stethoscopes and describe what it sounds like. One child says, "It is like an elephant walking" which encourages other children to listen. Children learn about having and caring for babies. Staff skilfully talk to children about where babies grow and how they need special care. Children cuddle baby dolls, dress, and feed them.

Babies and toddlers delight in exploring a vast variety of materials. They are attracted to the glittery silver of the strings of beads and chains. They experience the smoothness of wooden toys as opposed to the texture of shredded paper. Staff also prepare many opportunities for very young children to experience messy play activities. Children benefit from immersing their hands in wet oats. Staff use words such as 'squishy', 'squidgy' and 'squashy', which helps children's language development.

Staff plan well to ensure that all children have a good balance of adult-led and child-initiated activities based on their interests. Some children are able to freely choose to play, indoors or outdoors, dependent on weather. Older children are supervised closely in the outdoor access because they have to descend a flight of stairs; this helps them to learn about safety. Older children show their skills of climbing apparatus, some swinging upside down while staff carefully observe. Other children pedal bikes and cars. Staff provide parking bays to help children build their control in manoeuvring vehicles. Children dig in mud, use magnifying glasses to view small objects and on some occasions, they make mud pies in their outdoor kitchen. Regular outings are a key feature to support children's learning about their world. Children learn about how animals live in the city farm. They also benefit from the exciting opportunities available at the science museum.

Generally, well-planned systems to identify children's starting points on entry are in place. During the settling in period, parents complete details such as children's likes, interests and abilities in the prime areas of learning. Parents have a good relationship with staff. They chat daily about children's progress and they see information in their learning journals. Parents express their high satisfaction on their children's achievements while at the nursery, although not all parents contribute their views to the learning journals.

The contribution of the early years provision to the well-being of children

There is a strong key person system within the nursery and this supports all children well. Staff work together as a close team, which aids information sharing so that all staff are able to provide all children with the individual and special attention that each child deserves. Babies and toddlers in particular show they are happy and feel safe with their caring staff. Key persons provide reassurance when parents arrive, by meeting and greeting the children and parents in a happy, welcoming manner. They confidently chat with parents about holidays and important events in the children's lives.

New parents join staff while settling their children, which strongly aids children's transition

from home to nursery. Children's progress to other rooms also moves smoothly because all children have opportunities to meet older and younger friends in their play activities. The close working relationship between staff in all the nursery rooms further enhances children's progress. Staff are developing good relationships with local schools, which is effective in helping children's transition. Staff always visit schools where children have identified special educational needs and/or disabilities to share information about the children's care and learning and to gain further ideas of how to support children in preparation for the move to school. However, this good practice is not consistently applied for all children.

All children actively play in a stimulating environment. Many resources are easily within children's reach, encouraging them to make choices and act independently. The nursery staff embrace the different languages from children's backgrounds. Staff learn key words that help children to feel at home. Furthermore, staff introduce other languages during story and song times that give children a flavour of different words. Spanish is a clear favourite. Staff also make good connections with children who have special educational needs by using methods such as using pictures to convey communication. Children's behaviour is good. This is because staff are attentive and when slight conflicts arise they offer timely and sensitive intervention appropriate to the ages of the children. Children learn to care for others in their play activities. Older children frequently go on outings and learn about the hazards of traffic. Children are encouraged to challenge their physical skills under staff guidance. Children using stairs show how they hold on to handrails and take each step slowly, as well as being aware of the children in front and behind them.

Children stay healthy because the nursery follows set procedures and daily practices which meet the children's nutritional and health needs. The nursery cook prepares nutritious meals and snacks using fresh ingredients, taking into account children's individual dietary needs. Children and staff sit and eat together at mealtimes; this promotes children's social skills. Older children learn to serve themselves, regulating how much they feel they can eat. Babies and toddlers show their enjoyment of their food by competently using their spoons to eat their roast chicken and vegetables. Systems work well to check nappy changing is regular to ensure babies are always comfortable. They sleep peacefully in individual cots which fresh bedding.

The effectiveness of the leadership and management of the early years provision

All staff attend basic safeguarding training and first aid, which managers closely review to ensure staff are secure in their knowledge to keep children safe. Recently there have been temporary changes in the daily management of the nursery. Ofsted were alerted to concerns about the changes in nursery management and as a result this inspection was brought forward. The inspection found that, through the unexpected illness of the named manager and the retirement of the deputy, the nursery had to arrange for a stand-in manager for the expected short term. They appointed two qualified and established members of staff to stand in to enable the nursery to continue to provide a service for the children and parents. The committee duly informed all parents and the local authority but

admit they failed to inform Ofsted. They quickly notified Ofsted of the situation after this breach of the regulatory requirements was highlighted, they apologised for the error and Ofsted accepted their reasonable excuse and intends to take no further action.

The temporary manager and deputy are very experienced and qualified practitioners. During a difficult period, they have been working hard to ensure that the nursery children receive an uninterrupted provision in their care and learning. This is further supported by a very strong staff team who work together to support the manager, the committee and each other. Regular staff meetings as well as supervision have continued. This ensures that staff's contribution is highly valued and contributes to the success of the continuance of the nursery provision.

Most staff have been with the nursery for many years. There are effective recruitment procedures, which includes the appointment of students and new members of staff with an induction programme and probationary period. There are clear suitability checks, such as gaining references and vetting procedures followed prior to any appointment. Also strong systems for formal re-checking of all staff, every three years, show the vigilance of the nursery system in ensuring staff suitability.

The managers oversee the educational programmes and there are good systems in place to support staff through observations, staff meetings and supervision. Staff work collaboratively as a team and show knowledge on good deployment ensuring children are safe with the correct level of supervision both indoors and outdoors. Risk assessments and reviewed policies and procedures are well established and known by all staff. This includes procedures for administering medication and recording accidents.

The nursery is continually striving to develop and this is evident from the progress since the last inspection. The nursery management self evaluate regularly working effectively with staff. There is also an effective partnership with parents through the management committee although the system to ensure all parents contribute with their ideas remains a challenge.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
-------	-----------	-------------

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	107458
Local authority	Southwark
Inspection number	913958
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	69
Number of children on roll	68
Name of provider	S R C Nursery Committee
Date of previous inspection	29/04/2009
Telephone number	020 7582 7282

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

