

Bermondsey Community Nursery

Inspection report for early years provision

Unique reference number

107462

Inspection date

14/09/2011

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

The Bermondsey Community Nursery is run by a management committee. It opened in 1983 and operates from a purpose built building. It is situated in a commercial area of the London Borough of Bermondsey. A maximum of 24 children under eight years may attend the nursery at any one time. The nursery is open each weekday from 8.15am to 6pm for 48 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years register and the compulsory and voluntary parts of the Childcare Register. There are currently 27 children aged from two to under five years on roll. Three and four-year olds receive free early education. Children come mainly from the local area. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs seven members of staff, all of whom hold appropriate early years qualifications. The setting receives support from Southwark Early Years Consultants and the Early Years Intervention team.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff promote the unique needs of every child and effectively meet their learning and welfare requirements. Children play in a safe, stimulating and inclusive environment. Staff's knowledge of how each child learns is reflected well in the quality of provision throughout the Early Years Foundation Stage, ensuring outcomes for children are promoted the majority of the time. The highly effective engagement with parents ensures continuity of care and learning development is given high priority. The nursery has developed successful partnerships with professional agencies and other settings, ensuring the needs of all children are met and that additional support is provided. Systems to evaluate practice are effective and promote continual development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve children's opportunities to attempt to write for various purposes through their play
- improve further children's opportunities to find out about and learn how to use appropriate information technology such as computers.

The effectiveness of leadership and management of the early years provision

Safeguarding arrangements are implemented extremely well through the effective policies, procedures and safety practices implemented by staff. All staff are very well trained in child protection issues and know how to refer any concerns. A range of guidance is accessible to promote children's welfare to ensure safety remains the setting's priority. Systems for recruitment and vetting are robust and include good procedures to assess the suitability of all adults working with children. Fire drills are regularly practiced, recorded and evaluated to ensure all children have a good understanding of what to do in an emergency. Staff conduct thorough risk assessments of the premises, off-site visits and of equipment that children may come into contact with, so they are safe at all times. All required documentation is in place to promote children's well-being and good health.

All staff working in the nursery are committed towards the ongoing improvement and the recommendations set at the last inspection have been fully addressed. Regular staff meetings and a good working relationship between staff helps to ensure good quality provision for the children. Children have access to a wealth of resources, either pre-selected or within easy reach. These promote all areas of learning and promote excellent inclusive practices, encouraging all children to participate in all activities. Staff value children as unique individuals and have an exceptional understanding of each child's welfare and learning needs including those who learn English as an additional language and those with a special educational need and/or a disability. Staff support children highly effectively to develop an excellent understanding of diversity through individual plans, strong partnerships with parents and external agencies, visits and the celebration of festivals.

The effective evaluation process involves the management committee, staff, parents and children. The regular review through monitoring and evaluation identifies the areas for improvement and the celebration of strengths within the provision. For example, they have identified to the need to develop partnerships with all feeder primary schools to support the transition process. The staff and committee work closely to identify weaknesses through past inspections and support visits from the local authority. Parents views are sought through the completion of annual questionnaires and children's views are actively sought and taken into account through circle time. The nursery has an ambitious drive towards their continuous development.

The nursery has established effective links with other settings and professional agencies. Staff have a good understanding of the systems in place to liaise with other professionals, particularly local authority Special Educational Needs Coordinators and early years advisors. The nursery has highly effective procedures and practices in place to engage all parents in their child's day. Parents have access to an informative website, communication books detailing their child's experiences on a daily basis and an information area where policies, procedures, children's work and news of forthcoming events are displayed. Parents are very well informed about their children's development and have regular opportunities, both informally during daily contact or formally at pre-arranged parent conferences, to discuss next steps with their child's key person. Parents are extremely happy and feel confident to talk to staff at any time about any concerns

or to celebrate in their child's success and achievements.

The quality and standards of the early years provision and outcomes for children

Children are making good progress because staff have a secure knowledge and understanding of how children learn and adapt their approach to suit different ages and needs. Children are settled and confident moving around the indoor and outdoor areas choosing from the pre-selected resources. They are familiar with the routine and the layout of the nursery and the established staff team. Staff have a clear respect for the children and they make learning and development for the individual their key focus. Children are inquisitive thinkers actively participating, commenting and asking additional questions. For example, during a food preparation game in the home corner, older children eagerly relate their knowledge to the younger ones using their communication skills to gesture and vocally describe the fruit and vegetables. Staff ensure that children learn to take turns, question other children's comments and critically think about what they see. Children enjoy sharing books and listening to stories. Younger children show great interest in books and will often imitate reading behaviour in preparation for their own development in future reading and listening skills. Children are provided with the resources to develop their writing skills and older children are beginning to form letters. However, they have limited opportunities to develop writing skills independently through play. Children progress well in problem solving, reading and numeracy. For example older children can successfully relate addition to combining two groups, solve shape puzzles and use mathematical language to compare quantities. Children have daily use of technology using electronic devices such as, telephones, electrical toys, tills and keyboards. However, the nursery does not provide regular use of computers. The nursery provides the children with many opportunities to develop their creative and fine motor skills. For example, children confidently use a range of art media, recycled and malleable materials to create self-portraits, imaginative collages and models.

The staff plan for individual children's learning needs through a flexible planning system which links closely to children's profiles, showing observations of achievement, references to the areas of learning and the stages of development. This information is used very effectively to support each child's learning and development. Written plans are linked to the six areas of learning, reflect the learning intentions and make clear what the children are expected to learn from the activities. The nursery also effectively promotes children's individual learning patterns, interests and activities.

Children help themselves to fresh drinking water which is always regularly available. They are provided with nutritious snacks and meals which are prepared by a resident cook. Children play in a clean environment where they follow good hygiene practices. They develop excellent personal hygiene routines and self-care skills when using the toilet and before eating. Staff act as excellent role models by valuing and treating them with respect. Children behave very well because staff are consistent in their approach towards behaviour management. Children show each other respect, cooperate, listen and follow instructions. Children show a

strong sense of security and feel safe.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met