

RIMU Music Preparatory School and Nursery

Inspection report for early years provision

Unique reference number	EY440189
Inspection date	12/06/2012
Inspector	Sarah Morfett

Setting address	Sunfields Methodist Church, 95 Old Dover Road, LONDON, SE3 8SJ
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Type of setting	Childcare - Non-Domestic
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

RIMU Music Preparatory School and Nursery registered in 2011. It is privately owned and operates from two rooms within Sunfields Methodist Church Blackheath, within the London Borough of Greenwich. The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 40 children under eight years may attend at any one time; all of whom may be in the early years age group. Currently there are 10 children in the early years age group on roll. The setting is open each weekday from 8am to 6pm for 52 weeks of the year. Children may attend for morning and/or afternoon sessions. Children come from the local area. All children share access to a secure enclosed outdoor play area. The setting supports children who speak English as an additional language.

The nursery employs three staff, including the manager. All staff hold an appropriate early years qualification and one is working towards the next level of their qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in a safe and secure environment. They are valued by staff who have a good understanding of their backgrounds and cater for their individual needs well. Generally, good access to a range of age-appropriate activities promotes children's learning and development. Close working relationships with parents means there is good continuity of care. Overall, records and procedures are in place and well maintained; although not all meet the specific legal requirements. The staff team evaluate and reflect on their practice to identify priorities for development, demonstrating a strong commitment to maintaining continuous improvement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep written records of all medicines administered to children (Safeguarding and promoting children's welfare) (also applies to the compulsory part of the Childcare Register). 26/06/2012

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

- increase opportunities for children to extend their learning, for example, where possible, link the indoor and outdoor environments so that children can move freely between them.

The effectiveness of leadership and management of the early years provision

Children's safety is clearly a priority of the setting. For instance, staff carry out regular risk assessments to ensure all hazards are minimised and wipe up spills quickly to prevent accidents. Staff have a good understanding of safeguarding children procedures. They have access to a well-written policy and a wide range of written information about child protection. This supports them when liaising with other agencies, should the need arise. Overall, a wide range of policies and procedures aids the smooth day-to-day running of the setting. Most of the procedures to protect children are used well, for example, daily records of attendance are kept and accidents are recorded. However, staff do not record the administration of children's medication which is a breach of a specific welfare requirement. Parents give written permission to administer their child's medication, and give clear verbal information about dosage and times, which means that the risk to children is minimal.

The setting is a light, bright and welcoming learning environment. Inside, toys and resources are easily accessible to the children who make choices about what they play with. These are all age-appropriate and support children's learning and development well. Staff deploy themselves effectively to give children maximum support while they play and learn. Children have arranged times for outdoor activities, alongside indoor structured physical activities. However, children have fewer opportunities to extend learning in the outside areas as daily access to the outdoor play area does not currently support the flow and movement of children between the indoors and outside.

Staff actively promote equality and diversity in all areas of practice. All children, regardless of gender, play an equal part in varied and enjoyable activities. There is a good range of resources that reflect diversity and promote positive images. Children learning English as an additional language receive good support. Staff take time to learn words in their home language and use these to make children feel comfortable in the setting. Consequently, children benefit from the inclusive setting.

The leadership and management of the setting is strong. Even though they are a newly opened setting, they have a clear focus for the development of the service. They take time to reflect on what is working well and identify priorities for improvement. For example, staff have already re-organised the way they set up the play areas to provide children with more freedom to move around and develop their independence. This shows that they have a good commitment to developing the outcomes for children.

Parents report they are very happy with the care their children receive. They say

that children feel supported by staff who take time to help them gain confidence through the settling-in period. Staff establish good two-way communication with parents. For example, they send regular emails to parents about up-coming events and any changes within the setting. The setting also use emails to keep parents informed of their children's achievements and progress. Parents receive an extensive range of policies and procedures that inform them of the aims for their children. A regular exchange of information with parents at the beginning and end of each day provides them with details of their child's well-being. Staff take time to discuss with parents how children are doing and make suggestions of how this can be extended into the home. This means parents are effectively included in their children's learning and development. Staff present a positive attitude about how they will work with other providers where children attend and childcare agencies; however, as this setting is newly opened, these partnerships have yet to be established.

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

Children show they are confident in the setting as they quickly become involved in the familiar routine. Those children who take time to settle get good support from staff. They make sure they offer them toys which they know the children are interested in, staying with children until they begin to gain confidence to go off and play with the others. Good relationships are evident between the staff and children as they enjoy playing together and chat happily about what they are doing. Staff show they know the children well, as they make reference to recent trips and events in the children's lives. This makes children feel valued; consequently they develop a strong sense of belonging.

Through discussion, the staff demonstrate a good knowledge of where children are at in their learning and development. This helps them provide activities that take into consideration children's interests and can be adapted to meet the needs of all who take part. As a new setting, the system of observational assessment is in its infancy. However, the system shows where children are in their learning and development. Through the systematic observations linked to each area of learning, staff are building a good picture of how children are moving forward.

Children are engaged in purposeful activity that continually promotes their curiosity and interest. They thoroughly enjoy pouring water through the water wheel, making this move. Staff extend the experience by introducing words to describe what is happening, such as round and round, and explaining how this works. Children use counting in many different situations, for example, counting the number of children lining up to go to the bathroom. Children begin to use appropriate mathematical language as they talk about big and little to describe the bubbles in the water. Children enjoy listening to stories, sometimes anticipating what comes next and often joining in with repeated refrains. This helps to develop children's language and communication skills well. The setting has a significant amount of signs, symbols and books; therefore, they are effectively supporting children's

early reading skills.

Music is an important part of the children's day. For example, they listen to a varied range of music during the day, that includes classical, jazz, and some current pop tunes. This helps them to begin to appreciate all types of music. They have daily access to a range of musical instruments, such as a small piano, a keyboard, drums and castanets. One child plays the castanets, saying 'look I'm dancing flamenco'. This shows they really understand about where the instruments come from and link them to styles of dancing. Other children thoroughly enjoy exploring the sounds as they bang the keys on the piano, listening to the different notes.

Good hygiene practices across the setting helps to minimise the risk of spreading infection. Children learn the importance of good personal hygiene habits, such as using tissues for their nose and washing their hands before eating. Professionals come into the setting to share their skills, for example, a ballet teacher takes a class once a week. This activity helps children to learn to control their bodies and understand how they work as they learn a range of controlled dance movements.

Children learn to behave in ways that are safe for themselves and others. For example, they help to mop the floor during the water activity while staff explain why they do this. Therefore, they begin to understand about what may cause someone to slip, which helps them learn to keep themselves safe. Children behave well in the setting because they are engaged in activities that interest them. Staff praise children constantly and offer encouragement where they see they are trying hard. This means that they become confident learners with good self-esteem.

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	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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	2
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:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) . 26/06/2012