

One World Lambeth

Inspection report for early years provision

Unique reference number	EY385734
Inspection date	09/11/2010
Inspector	Josephine Geoghegan
Setting address	9 Knowle Close, LONDON, SW9 0TQ
Telephone number	02079 495 505
Email	vankimchy@aol.com
Type of setting	Childcare on non-domestic premises

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 1231, 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.

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

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

One World Lambeth Nursery has been registered since 2009. It operates from a purpose built nursery building in the Brixton area of the London borough of Lambeth. The nursery serves the local area and children attend for a variety of sessions. Children are cared for in three group rooms and all children share access to an enclosed outside play area. The setting is open from 7.30am to 6pm for 51 weeks of the year. The nursery is registered to provide care for a maximum of 40 children in the early years age range at any one time. There are currently 57 children on roll in the early years age range. The setting supports three children who have identified special educational needs and/or disabilities and a few children who are learning English as an additional language. Many children who attend are fluent dual language speakers. A team of ten staff work with the children all of whom hold recognised childcare qualifications to NVQ Level 2 or 3 and degree level. The setting also employs a cook. One tank of cold water fish are kept in one of the group rooms. Children attend who are in receipt of the nursery education grant and who are on the two year olds pilot funding scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The needs of all children in the Early Years Foundation Stage are met effectively as staff practice is consistent; they implement clear systems of assessment and plan a good range of activities that promote all areas of learning. Good systems are in place to promote children's welfare as policies and procedures are implemented by staff that reflect the requirements of the Early Years Foundation Stage. The capacity to maintain continuous improvement is strong as staff work together as a team and use a range of methods to evaluate their service, including good opportunities for parent participation in shaping the service to meet the needs of all children.

What steps need to be taken to improve provision further?

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

- extend the use of self evaluation to ensure all areas of the provision are monitored effectively.
- ensure the risk assessment covers anything with which a child may come into contact, in this case, specific items such as the trampoline and large rope climbing frame.

The effectiveness of leadership and management of the early years provision

Robust systems are in place to help safeguarding children and promote their welfare. All staff have completed vetting checks regarding their suitability to work with children and participate in an ongoing system of appraisal. Staff know what to do if they have any concerns regarding children's welfare and they have attended relevant training. Clear policies and procedures are in place, enabling staff to take prompt action in an emergency. High regard is given to maintaining security, helping to keep children safe. Staff complete a risk assessment of the premises and prior to outings and conduct daily safety checks of the premises and equipment, although not everything that children come into contact with is recorded on the risk assessment, such as the use of the trampoline and large rope climbing frame.

All required documentation is in place and share appropriately with parents. Good systems are in place to ensure parents are involved in the life of the nursery; they are kept well informed about daily events and have opportunities to participate in outings and celebrations. They have good opportunities to contribute their opinions through the parent governor or by using the suggestions box and also have regular meetings with their child's key carer. Parents report they feel that they, and their children, are welcomed, feel safe and are able to approach staff with ease. They also report that their children are very happy and are making good progress. Staff are establishing good relationships with other agencies such as local schools and professional who support children who have special educational needs and/or disabilities. Staff work closely with parents to ensure children who are learning English as an additional language are supported well. In addition, staff ensure children's individual needs are known and respected. Diversity is promoted well through the use of resources and by children participating in well planned activities, for example, staff are mindful to ensure that they acknowledge people who are good role models that children will recognise during black history month, along with people who have been historically influential. The leadership and management of the setting is good as the provider shows a strong and ambitious vision and a commitment to driving improvement. Since the re-registration of the nursery, the mainly new staff team have worked together to ensure they offer consistently high standards of practice in all group rooms. They attend relevant training courses and are fully involved in self evaluation during regular staff meetings, systems of appraisal and evaluations of the educational programmes. However, methods of self evaluation that relate to all areas of the setting in their infancy. Deployment of resources is effective as good use is made of time and space, enabling children to access resources that reflect all areas of learning during indoor and outside play. Staff are well deployed throughout the day, enabling children to benefit from consistency of care while being appropriately supervised at all times.

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

Children's good health and wellbeing is promoted well by staff who enable children to participate in activities that promote their physical skills and enable them to experience regular exercise and fresh air. They adopt healthy lifestyles as they enjoy a range of healthy snacks, such as fresh fruit and cucumber and have constant access to fresh drinking water. Meals are freshly cooked on the premises and the weekly menus are well balanced and provide children with a nutritious diet. Children's individual dietary needs are known and staff encourage children to develop their independence at mealtimes. For example, babies are supported well in developing their feeding skills and older children make healthy choices as they serve their own food. Staff maintain high standards of hygiene practice during meal times and nappy changing routines. They implement appropriate procedures if children have an accident or require medication while at nursery, helping to safeguard children's welfare. The learning environment is clean, bright and well maintained with lots of photos of children participating in activities and outings displayed along with their own creative work and a variety of educational posters, creating a welcoming environment. Children's physical care needs are met by the provision of a good range of child sized furniture and equipment. All group rooms are well resourced with toys and books that are appropriate to the age and stage of development of the children attending. Children are offered a good balance of activities throughout the day, including adult led activities such as cooking and making play dough and group activities including songs, stories and circle time and free play during inside and outdoor play. Children's safety is promoted well as safety equipment is in place, such as stair gates and fire safety equipment. Children follow well established routines, such as lining up before going downstairs and participate in regular emergency evacuation drills. They learn about expectations of their behaviour as staff encourage them to share and take turns during play, as a result, they are well behaved and play well together. Good systems are in place to identify any additional learning needs and staff work with parents and other professionals as needed to ensure children's needs are met. In addition, secure systems of tracking children's progress are used consistently by staff in all group rooms. Staff make clear observations of children's progress that relate to all areas of learning. They evaluate their assessments and identify children's next learning steps. Staff also discuss children's progress with parents on a regular basis and include details of children's achievements at home, promoting a collaborative approach to supporting children's learning and development. Staff complete planning for children's group activities and key carers devise individualised weekly planning. Staff support children's learning well, they follow children's interests and ask questions that make them think. Children show good relationships with staff as they freely engage in conversations and seek comfort if they become upset. In addition, younger children snuggle in for cuddles when they are tired, helping them feel safe and secure. Children enjoy relaxed meal times where they sit and eat in small groups with staff, joining in conversations and developing their social skills. Children have good opportunities to make marks and older children are developing their writing skills as they draw representation pictures with good control and add clearly formed letters of their names. Children's language skills are enhanced as staff working with babies interact with them

purposefully enabling babies to babble in response. Older children show confidence as they speak in small groups and children aged two to three sing familiar songs from memory and join in the actions with enthusiasm. Children have good opportunities to develop their creative skills while using paint, collage and malleable materials. They freely engage in role play, enabling them to re-enact real life experiences. Children show good problem solving skills as they use a range of construction sets and fit pieces of the train track independently. They show an awareness of number as they count with staff during everyday activities and learn about shape, pattern and size during adult led activities such as the fishing game. Children use a range of resources aimed at developing their awareness of technology, including the computer. They gain hands on experience of exploring nature as they grow flowers and vegetables and enjoy digging and looking at the mini beasts found in the earth. They show skilful use of hand held tools such as scissors and use rakes and large spades to move the leaves in the outside play area. Children climb with confidence and good coordination while using the large fixed climbing apparatus and they show good spatial awareness as they use a range of wheel toys and run around in the outside play areas. Children are developing good skills for the future as they are interested to learn and freely engage in activities that reflect all areas of learning. They show a positive contribution to their learning environment as they are well behaved and show a keen sense of belonging.

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	2
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
------------------------------------------------------------------	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

Met