

Bermondsey Community Nursery

Inspection report for early years provision

Unique Reference Number	107462
Inspection date	14 March 2008
Inspector	Beverly Hallett
Setting Address	Nutmeg House 60 Gainsford Street, Bermondsey, London, SE1 2NY
Telephone number	020 7407 4601
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Registered person	The Trustees of Bermondsey Community Nursery
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

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 25 children may attend the nursery at any one time. The nursery is open each weekday from 08.30 to 17.45 for 48 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 30 children aged from two to under five years on roll. Of these, eight children receive funding for early education. Children come mainly from the local area. The nursery currently supports a number of children with learning difficulties 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 the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's independence, choice and self help skills are only minimally supported by lunch time routines. For example all children are only given a knife and fork with which to eat, some struggle with this and as a result, eat small amounts or resort to using their fingers. Some children are offered opportunities to serve themselves with some of the foods, but this is inconsistent, and so some children are not encouraged to develop these skills. All children empty their own uneaten food into the waste bowl at the end of the meal, supporting the development of some self help skills and independence.

Healthy meals and snacks are provided. Meal times are a quiet and comfortable time in which children are relaxed with adults and their peer group, creating a pleasant social occasion. At breakfast children are offered cereal and a selection of fruit, ensuring they gain the essential nutrients needed to provide energy for the day.

Children are learning about the importance of good hygiene as staff talk to them about hand washing and why they need to wear gloves when changing the dolls nappies as part of pretend play. In the bathroom, small sinks and liquid soap are available to make it easy for children to take care of their own hygiene needs. Routines for staff to implement good hygiene routines when changing nappies are clearly posted alongside changing areas and staff implement these effectively to safeguard children's good health.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely in a well organised environment which offers sufficient space to access a good range of activities yet still leave room for children to move freely and safely between the areas.

Toys are resources are plentiful and in good condition. Children are able to choose independently from the range set out by staff every session and also some additional choice from those stored in open units in the centre of the room. This supports children in developing confidence and enhances their self esteem as they make decisions about where and with what to play. However, the fact that the majority of toys are selected and put out by staff does limit children's ability to extend their own play and create complex and involved play and learning situations.

All staff have good knowledge of child protection procedures in order to safeguard children. Written information and guidance supports prompt action and appropriate practice and staff receive regular training in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and occupied throughout their time at the setting. Adult interaction is always positive, and staff ask questions about children's play to promote the adult identified learning intentions for example when using the play dough, what colour is it, how does it feel is it cold is it sticky? However the lack of open ended questioning means that children do not have shared control over their learning and cannot pursue areas they may be interested in

finding out about. Staff do support this when children express choices around play, for example one child showed an interest in the inspectors lap top during the inspection and so the member of staff turned on the setting computer for him to use.

Nursery Education.

Children's language skills are developing very well. In particular language for communication is very well supported and a specially trained member of staff offers small groups where children use games to develop their language skills. As part of activities, staff introduce children to the names and sounds of letters, supporting early reading and writing skills. Children enjoy regular large group story times, although these are sometimes poorly organised and take place at the same time as hygiene routines need to be carried out. This means that children experience a disrupted story session and may not be present for the whole of the story.

Although adult led small group times are well planned to introduce children to the full range of mathematical skills, there are few opportunities for children to experience mathematical resources outside of these times. As these are mainly aimed at older children, this means that younger children have limited opportunities to become competent in learning and using several key mathematical skills, such as sorting, matching and experiencing space and measure.

Children use their imaginations well and there is a good range of equipment available to support this. A home corner and dressing up equipment is very popular and in particular, children enjoy playing with dolls, changing their nappies, feeding them and washing clothes in a battery operated machine, developing knowledge both of the uses of today's technology and the world of grown ups.

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage and this is shown in the planning of a balanced curriculum based in part on observations of children's abilities and interests. However, teaching strategies are limited to quite formal adult teaching with older children and resources in the majority of the environment are chosen by the adults. As a result, children do not share control of their learning and follow their own interests and strengths fully, putting minor limitations on their interest in learning and their potential development in all areas.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. Children receive much attention from staff who know them well and this helps them to settle quickly and make the most of their time in the group. Children who are new to the setting are given comfort and then distracted when their parent leaves, quickly settling down to play still supported by a member of staff.

Partnership with parents is good. There are some excellent practices which support a very strong partnership with parents. For example parents are encouraged to actively participate in the life of the nursery, both as part of the parent committee and by spending time in the setting. Also some very good information is available to parents on both the nursery and the local community. In particular, the nursery provides leaflets and information to support fathers in becoming involved in their children's care and education.

Children with learning difficulties and disabilities are very well supported. Staff work closely with parents and other professionals both in identifying individual needs and then in meeting those needs. Additional workers support children most in need, but all staff give the children the time and interaction they need to achieve well in the setting.

Children are learning about the diversity of society through providing a wide range of positive images in all areas of the provision. For example, books, jigsaws and posters show people with different abilities and from different cultures, whilst photographs of the children on their personal belongings encourage a sense of pride and belonging, supporting a positive self image.

Children behave very well in the setting. They are interested in and stimulated by the wide variety of resources available and the choice of playing inside or out throughout the session means that all children remain occupied at all times of the daily routine. Children receive positive attention from adults when they play and this encourages further positive behaviour.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides.

Children feel valued and secure as the organisation for deployment of practitioners and numbers of adults on duty provides children with secure and stable levels of care. This also enables practitioners to help each other during group activities, such as circle time, and to support children individually. However, some aspects of the daily routine for example story time, are held at the same time as care routines are carried out, and this disrupts children's enjoyment and focus at these important times. There are good procedures in place to ensure all adults working with children are suitable to do so and there are clear guidelines as to what types of care students and visitors can carry out with children, thereby ensuring the safety and well being of everyone who uses the setting.

The setting has an operational plan with written policies, which are accessible to parents, and these detail the procedures that are designed to keep children healthy and maintain their wellbeing, including procedures for lost or uncollected children and health and good safety. Some aspects of policy are being reviewed and updated. Records are made available for inspection and all are in order, for example, records of fire drill practises and accidents. These recorded details help to safeguard children's safety and welfare.

Leadership and management are good. The manager of the setting identifies strengths and key roles for efficient provision of nursery education. They have a sound overview of the curriculum planning and regularly review the educational programme to support children's learning and development. For example, planned activities are evaluated after implementation; advice from the advisory teacher is acted on, practitioners meet to discuss and plan for children's progress and development of provision is reviewed and put in place, such as improving the outdoor play area. The nursery has a committed, enthusiastic and well-motivated team of practitioners who work well as a team. Periodic team meetings and a well-organised appraisal system aid continuity in practice and identify practitioner's professional developmental needs.

Improvements since the last inspection

At the last inspection the setting was asked to make several improvements to ensure all children benefited fully from the provision. A good and clear system of planning is now in place to

provide a balanced and varied curriculum which enables children to make good progress towards the early learning goals. Children's behaviour is now managed consistently and this means that children behave very well, accessing the toys and resources appropriately and therefore benefiting fully from them. The outdoor area has been improved and children now make full use of this on a daily basis. Complaints procedures in place now fully meet the requirements and are shared appropriately with parents, including how to complain to Ofsted as the registering body should parents have concerns about the provision.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- increase children's opportunities for independent learning, choice and development of self help skills throughout all sections of the daily routine

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase children's opportunities to develop a range of mathematical skills through a wide variety of enjoyable, practical activities which are available every day, including stories, songs, games and imaginative play, puzzles, patterns and solving problems.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk