

Discovery Children's Centre, The Nursery

Inspection report for early years provision

Unique reference number	EY392737
Inspection date	03/03/2010
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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*.

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Description of the setting

The day nursery was registered in 2009 for a maximum of 32 children in the early years age range, of whom no more than 12 may be under two years at any one time. Registration is for the Early Years Register only. The provision also provides wrap around care for up to 10 children in the early years age range who attend school. Registration does not include overnight care. There are currently 62 children on roll, of whom 20 are aged under two years.

The day nursery is situated within the children's centre at Discovery Primary School. It consists of two rooms with adjoining, secure, outside play areas. Meals are supplied by the school kitchen. There are 13 staff, all of whom have achieved NVQ2 or 3. The nursery is open from 8am to 6pm, Monday to Friday, for 50 weeks of the year, closing between Christmas and the New Year.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides consistent, caring routines that follow individual needs to ensure the safety and well-being of all children who attend. Children are respected and valued as individuals and make good progress towards the early learning goals. The four Early Years Foundation Stage principles are at the centre of a flexible and open management structure. Systems are built to track children's progress towards the early learning goals and provide information to parents and families. The nursery has initiated a self-evaluation process which together with internal audits and reflective practice is driving continuous improvement in the outcomes for children.

What steps need to be taken to improve provision further?

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

- consider methods to encourage children to recognise and develop their personal contribution to the management of meal times

The effectiveness of leadership and management of the early years provision

Clear and accurate records are maintained for safeguarding purposes. Child protection processes are understood so potential delay is avoided. Staff know what to record and who to report to, should they have any concerns for children in their care. Training and procedures reflect current Local Safeguarding Children Board practice. Thorough risk assessments are in place and are reinforced with daily visual checks so children play safely. Welfare requirements are thoroughly understood with constant, close, supervision given by competent and caring staff so children's well-being is fully promoted. An emergency exit procedure is

displayed and practised regularly so that all children are aware of what to do in an emergency.

A clear and effective induction process ensures the nursery procedures are understood and implemented by staff. The aims and priorities of the provision are supported by experienced, professional staff who recognise the importance of reflective practice and focussed planning. Ongoing training and monthly team meetings are used to build and establish new methods of working to effectively meet children's learning and development needs. The open self-evaluation process includes questionnaires for parents as well as discussions with members of staff from the children's centre and school. This contributes to the ongoing development of the nursery. Planned priorities include the development of the outside environment and gardening activities. Toys and play materials are arranged to plan following children's interests and supporting individual enjoyment. Resources are organised to give children accessibility and independent choice, however, this is not always carried forward into practice, for example, during lunchtime when staff direct and control procedures. Equality and diversity underpin every aspect of care and learning with all children benefiting from clear assessment of their individual and cultural needs.

The partnership with parents and carers is extensive and fruitful. An open door policy is in place while posters, notice boards and educative displays inform parents of children's achievements and experiences. Policies and procedures are made available for parents to view. Learning records are clearly and simply presented, identifying the six areas of learning. Assessment of individual progress is carried forward from starting points provided by parents that act as a foundation for individual next steps to learning. Reports of achievements at home are shared via a daily contact book and direct contact with key persons at delivery or collection time. Individual achievements are clearly explained with colour-coded reference to the Early Years Foundation Stage framework. There are immediate links with other carers, such as grandparents, and the school system, via wrap-around care. Parents provide permission for information to be shared so that children's learning may be smoothly extended.

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

Children are happy and enjoy their time at the nursery. They show they feel safe by their active capacity for independent learning. They confidently choose activities at the start of each session that support their development across the six areas of learning. Children are settled and secure because staff are attentive and caring. Children are fully occupied at the sand or water trays readily engaging adults to join them and responding easily to conversation and discussion. They learn words such as stripes, colours and pattern. They sit close with adults to find their own solutions to connect construction resources such as Duplo. They explore how the sand feels as it runs through their fingers or observe the water as they pour and scoop it from the cups into the plastic containers. Children practise and consolidate skills as staff sit close by providing calm, supportive, conversation. Children gain confidence from consistent, familiar, staff who praise their attempts and

achievements at making marks in the sand, or using tools to stick glitter and paper. Children show determination to gain pencil control and learn to recognise number during whole group activities making large room posters for display. Children develop observation and memory skills as they listen intently to familiar story books such as Ten in a Bed and rhymes such as Five Little Ducks. Children have a growing knowledge of how things work and the skills they will need in the future. They know how to move the magnetic stylus across the drawing pad, to press buttons on the toy laptops or the number pads of the telephone phone sets. They enjoy daily physical activities and laugh and giggle as they run in the outside play area as they follow a member of staff. They explore the donated domed 'mound' in the outside play area challenging themselves to bend and explore the tunnel.

Children learn how to keep themselves safe. They know to put on aprons before messy play, to negotiate furniture and resources and to put their hands over their mouths when they cough. They wash their hands before queuing patiently for lunch. Children learn to negotiate, share and to take turns during their play. They develop social skills and recognise each others similarities and differences as they move between events in the children's centre and the nursery. They learn to respect and value their own culture, as well as those of other children they know, establishing a positive bedrock for future relationships. Those who attend for wrap-around care can join the nursery lunch session. Some staff sit at the tables engaging children in conversation. Other staff serve the meals, the portion of bread, the drinks of water and clear away plates. This prevents children from widening their independence and making a positive contribution to the management of meal times.

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

How effectively is the Early Years Foundation Stage led and managed?	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	3
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

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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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