

Bird in Bush Childcare Centre

Inspection report for early years provision

Unique reference number EY345508
Inspection date 24/10/2011
Inspector Jackie Scotney

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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*.

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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

Bird in Bush Childcare Centre is a nursery run by the Cabrini Children's Society. It was registered in 2006 and operates from several rooms in a purpose-built building. It is situated in a mixed-use area in Peckham in the London Borough of Southwark. A maximum of 46 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and also on the voluntary and compulsory parts of the Childcare Register. The nursery is open each weekday from 8am to 6pm for 50 weeks of the year. All children share access to two secure, enclosed outdoor play areas. There are currently 36 children aged from one to four years on roll. The nursery mainly provides for children from the local area. Children aged three and four years are funded for some early education. The nursery currently supports children with special educational needs and/or disabilities and also a number of children who are acquiring English as an additional language. The nursery employs ten members of staff, including the manager, cook and administrator. Of these, seven hold appropriate Early Years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for very well; the nursery staff clearly know each child and suitably cater for individual needs. Generally, good evaluation and vision for further improvement enable the nursery to continuously improve their practice. Children feel secure and happy in their environment and eagerly engage in their chosen activities. Resources support children's learning well overall. Strong partnerships with parents and other professionals contribute to the children's achievements.

What steps need to be taken to improve provision further?

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

- develop and implement an action plan that sets out how supervisors will achieve a level 3 qualification (as defined by the Children's Workforce Development Council) (Suitable people) 30/11/2012
- keep a record of the risk assessment, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (Documentation). 30/11/2011

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

- extend the range of resources for information and communication technology to help children apply such skills in their learning.

The effectiveness of leadership and management of the early years provision

Effective procedures are in place to keep children safe, and staff embed them in the nursery's practice. A detailed child protection policy and spot checks on the team's understanding of this ensure that all members of staff have an awareness of the procedures to follow. The nursery has effective staff vetting procedures in place, along with high levels of security, such as locked doors and gates, and a closed circuit television camera covering the outdoor play areas. Staff carry out and record daily checks on each area. Annual checks of the nursery are undertaken, but the nursery is not meeting the specific legal requirement that applies to the record of risk assessment. Members of staff are vigilant in their supervision of the children in all areas of the environment. Staff are effectively deployed and most hold appropriate qualifications. The manager has years of experience working in the nursery, and her social work background is hugely beneficial to the nursery, but at present the nursery is not meeting the specific legal requirement for the manager to hold a full and relevant level 3 qualification.

The nursery knows itself well. The manager and the deputies have a good understanding of the areas that they wish to develop. They work effectively with the local education authority to enhance the provision. The staff are ambitious. They undertake training to support the development of the nursery. Some attend special literacy training, for example, to help improve children's knowledge of letters and sounds. There is a clear vision for future improvement. Self-evaluation procedures are generally good, and the manager has clear plans as to how to enhance them further. Staff have created a special sensory room since the last inspection, the environment has been improved and professional development for staff developed, with appraisal systems recently revised.

The nursery staff have developed the planning and delivery of the curriculum to enable children to follow their own interests. Reflective planning and assessment strategies encourage practitioners to plan activities to meet children's needs well. Effective systems are in place to provide children with a special person who is responsible for their welfare, learning and development. They also have a secondary 'key person' who provides continuity for children when staff are absent. The environment is well resourced overall, attractive and clean, with furniture and toys well maintained. Staff provide stimulating experiences for children according to their needs. The resources are stored to enable children's free choice, with photographs to show children where to replace boxes of toys when tidying. This helps children with additional needs be independent in the nursery environment. The outdoor areas provide stimulating experiences for children, and the two separate areas allow children to explore safely. Care routines, such as nappy-changing and provision for afternoon naps are thoroughly planned and well documented. Children happily thrive in the inclusive environment. Nursery staff carefully plan activities to support all children's development. As a result, each child, whatever their additional needs, makes good progress in relation to their

starting points.

The nursery works closely with parents. Events such as an 'only men allowed' day, where fathers were invited in to participate in activities with their children, reinforce partnerships with parents. Effective links with relevant agencies and local schools are in place and contribute well to the level of care and support offered to children. Speech and language therapists and educational psychologists are able to use the sensory room to work with children if necessary. The transition process to school is eased by visits from teachers to the nursery.

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

Children happily settle in the nursery and have a strong sense of belonging, shown by their confidence and independence when selecting activities. The positive relationships between staff and children support children in their learning well. Children are highly valued by staff, and mutual respect is evident through the polite discussions and requests. The children respond politely and their requests are discussed and noted. Children are encouraged by staff to plan their own learning and are involved in the planning of their environment. They engage in a range of stimulating activities and are appropriately supported by staff to enable full participation. Staff and parents celebrate children's achievements through the 'graduation' event for children who are leaving the nursery to attend school.

Planning and record-keeping systems are effective. Each child's key person reflects on observations made on children and plans future learning from them. Each child has a 'learning journey' record, which records the child's progress from the time they join the nursery. Children's interests are carefully observed, and staff extend children's language, understanding and thinking well through discussion. The introduction of phonics teaching in the pre-school room has resulted in children acquiring a sound understanding of early reading skills. Numeracy skills are relevant to children through counting activities while undertaking everyday tasks such as counting the steps when climbing the nappy-changing station. Such activities and routines help children gain useful skills for the future, although there are fewer opportunities for them to apply their ICT skills.

Children learn about their own and others' cultures. They demonstrate knowledge of where their families originate from through contributing country names to a song. The outdoor area includes an exploration area, imaginative play activities and a story-telling corner. Interesting resources, such as tyres and large cardboard tubes, inspire children's creativity and imaginative ideas. The sensory room provides small groups of children with a variety of stimuli and is regularly used by staff to enhance the curriculum. Children are polite and well behaved because the provision is well-matched to their needs and staff provide positive role models.

Children are adopting good healthy lifestyles. They make their own choices at snack and lunchtime, selecting from the suitable choices provided. Older children serve themselves lunch, enjoying taking on this responsibility. Children's opinions

are valued by the cook, who involves the children in the planning of some meals. Hygiene routines are well developed, with children understanding the procedures of hand washing after using a tissue. Children eagerly participate in outdoor physical activity. The children play safely with each other and show a good awareness of keeping safe through warning others with 'excuse me' when approaching on a tricycle. Staff help them use tools, such as knives and scissors, safely during creative activities. Children and staff participate in regular fire evacuation drills so that they understand the procedure to follow in the event of an emergency.

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	3
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
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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: Met

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