

# Union Grove Community Nursery

Inspection report for early years provision

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**Unique reference number** EY361828  
**Inspection date** 21/05/2012  
**Inspector** Elaine Douglas

**Setting address** Community Resource Centre, 110 Union Road, LONDON,  
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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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## Description of the setting

Union Grove Community Nursery registered in 2007 and is situated in the London Borough of Lambeth. The nursery is one of two provisions managed by a voluntary management committee. This nursery is known as site two, as both run under the same name. It operates from the first floor of the community health centre and is accessed via internal stairs and lifts. The nursery has sole use of a self-contained unit with open-plan large playrooms with direct access to an enclosed balcony for outside play. They also have use of the centre's garden. The nursery has a kitchen, bathrooms, office and a meeting room.

The nursery is registered on the Early Years Register to provide care for 48 children at any one time. There are currently 40 children on roll, some in part-time places. The nursery is open each week day from 8am to 6pm, all year. The nursery provides free early education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities.

The manager and deputy are responsible for both nurseries. They both hold a level 5 early years qualification and are working towards a level 6. They are supported by a full time administrator/ finance officer. There are 10 staff working with the children, of whom seven hold a level 3 early years qualification, one holds a level 4 and two hold a level 2. One member of staff is working towards a level 3.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make generally good progress in their learning and development, although not all children learn to always care for the environment. Minor weaknesses in the leadership and management have led to a breach of a requirement regarding safeguarding documentation and some gaps in documenting and monitoring the fire drill. Satisfactory partnerships with parents are in place, although assessments are not always consistently updated in order to review with them. Good links with outside agencies ensure children's individual needs are met, including any additional needs. Suitable systems of self-evaluation identify appropriate actions for development but are not always implemented consistently. Staff have attended training to meet the recommendations made at the last inspection and demonstrate a satisfactory capacity for continuous improvement.

## What steps need to be taken to improve provision further?

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

- provide parents with the details for contacting Ofsted (Safeguarding and promoting children's welfare)

04/06/2012

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

- increase children's awareness of showing care and concern for the environment by encouraging older and more able children to look after the resources and keep them tidy
- improve the assessments in order to ensure consistency amongst staff in tracking children's progress to share their next steps of learning with parents
- record details of regular emergency evacuation drills including any problems encountered and how they were resolved to further safeguard children.

## **The effectiveness of leadership and management of the early years provision**

Staff attend safeguarding training and have a sound awareness of child protection procedures. They know where to obtain further support and guidance. Good security keeps children secure while on the premises. The management suitably organise most documentation to protect children's welfare. The availability of evidence of the checks they make on staff is satisfactory. Overall, they provide parents with good information on the nursery's policies and procedures. However, the complaints policy and Ofsted poster are out of date and do not provide parents with correct information on contacting Ofsted. This is a breach of a legal requirement. Through self-evaluation, the management has increased the number of times the staff and children practise the emergency evacuation procedures. However, staff do not maintain records to identify any actions for improvement and ensure everyone takes part. Staff minimise risks to children through taking appropriate action, such as making the sensory room inaccessible while there are problems with the toughened glass.

The systems of self-evaluation are mostly accurate and identify the most significant areas for development. For example, they have increased the annual reviews with parents on children's development to work closer in partnership to promote children's learning. However, managers do not ensure that staff consistently maintain the improvements, for example the assessment system. A comments box and questionnaires provide satisfactory systems for parents to contribute their views. Management uses these views to improve practice, for example providing fruit and vegetables daily for the children. The manager or deputy monitor and mentor new staff to help them understand their roles and responsibilities.

The senior management deploy themselves effectively to ensure one of them is available at both sites throughout the day. Staff use a good range of resources to promote all areas of children's development and help them develop a positive attitude to diversity. Children of all ages have equal access to the enclosed balcony for outside play. The diverse backgrounds of the staff represent the community and provide good role models for children. Good equipment ensures that babies

sleep and sit at tables safely. Children of all ages are able to sleep or be active according to their individual needs.

The nursery staff have generally positive partnerships with parents. Managers have recently increased the regularity that staff feedback to parents on their child's development. A written summary provides suitable information. However, staff do not consistently maintain the assessments to track children's progress to share good information with parents. Parents provide good information to enable staff to meet the routines and individual needs of babies. Staff establish good partnerships with outside agencies and liaise regularly with other providers. For example, they have recently established links with the local inclusion team. These partnerships contribute to all children, including those with special educational needs and/or disabilities, making good progress.

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

Overall children enjoy their learning and make good progress. Staff carry out regular observations of the children. Although some development files are not kept up to date the key person has a good awareness of children's current development and next stages of learning. This knowledge means that they are able to plan effectively for children's further development. Staff use an adequate range of positive behaviour management strategies to establish appropriate boundaries. Children generally play well together and develop a positive attitude to people's differences. With intervention from staff they learn to negotiate disagreements. However, some older and more able children do not develop a good awareness of taking care of the environment and equipment. They chew, tear and scribble on some resources for example. All children manage age-appropriate tasks and enjoy receiving certificates of achievement. They follow the rules for clearing away their own plates and cutlery. Babies and toddlers indicate through gestures that they understand the routines.

Children develop good skills for the future. They enjoy developing early writing skills, as they paint on Perspex outside and access a range of writing resources. All children have equal access to books and staff use books well to enhance children's use of them. Older and more able children are good communicators and talk to each other about what they are doing. They use the computers to support their learning, such as for recognising letters. Toddlers manage inset puzzles and persevere when they challenge themselves with a more difficult one. Staff provide good interaction encouraging them to look at the picture to know where the pieces go. Children learn from each other, watching and copying their action. Babies explore resources using all their senses. Staff respond to their babbling and consequently they develop a good awareness of communication. Daily routines and good interaction from staff promote children's understanding of numbers. For example, a member of staff asks children how many items they have each time they take one away. They provide a visual clue, such as holding up the number of fingers. They extend this by asking them to put their hand up when the number is

their age.

Children develop a good awareness of a healthy lifestyle. They enjoy nutritional meals cooked fresh on the premises. Lunch is a social occasion with children sitting in small groups with a member of staff. The older and more able children develop independence and coordination skills when they serve themselves. Children drink plenty of water and older children remove their jumper when they get too hot. All children enjoy daily outdoor experiences, which promote their physical skills and their understanding of the importance of keeping healthy. Adults do not wear outdoor shoes in areas where babies and toddlers play, and good nappy changing procedures protect their health. Children have a suitable understanding of staying safe. A picture of a fire engine prompts staff to talk to children about fire safety. Older children generally use knives safely at lunchtime. Babies move safely around the premises and have a separate outdoor play area.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	2

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