

Union Grove Community Nursery

Community Resource Centre, 110 Union Road, LONDON, SW8 2SH

Inspection date	06/12/2012
Previous inspection date	21/05/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, keen to learn and growing in self-assurance because of the warm relationships quickly established with staff.
- The manager and her staff team have a shared ambition to improve the provision to improve learning and development for all children.
- The implementation of clear systems promotes children's health and safety. The nursery is securely maintained, supervision of children is effective and staff continually risk assess all areas used by the children to ensure potential hazards are minimised.
- Staff make clear their expectations for children's behaviour, including how children should care for their environment and the toys and resources within it. Children respond positively, doing what is asked of them behaving well and developing their ability to share and take turns.

It is not yet good because

- Observation and planning are not fully developed to reflect the individual needs of all children. As a result children are not consistently challenged.
- Opportunities to develop individual children's independence skills are not fully explored.
- Children do not have access to a full range of information communication and technology resources to support their learning.
- The nursery does not provide flexible opportunities for children to play outdoors in

order to support their varying learning styles.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector talked with available staff, parents and held discussions with the manager.

- The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and staff suitability records.

Inspector

Alexandra Morgan

Full Report

Information about the setting

Union Grove Community Nursery was registered in 2007 on the Early Years Register. 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 a community health centre in the London Borough of Lambeth 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 gets funding for the provision of free early education to children aged three and four years. The nursery is open each week day from 8am to 6pm, all year. There are currently 28 children aged eight months to four years on roll. The nursery supports a number of children learning English as an additional language. There are 18 members of staff who all hold relevant early years qualifications. The manager and deputy are responsible for both nurseries. They both hold a level six qualification in early years. They are supported by a full time administrator/ finance officer.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop the nursery environment further by providing flexibility for children to access the outdoor area and enhance resources outdoors for children to explore, build and move freely
- improve the programme for understanding the world by providing a range of programmable toys, as well as equipment involving information, communication and technology, such as computers
- develop older children's growing independence by providing opportunities for them to help prepare food for snack time.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the range of resources offered. They demonstrate a positive approach to learning which is supported by the cheerful interactions of the staff caring for them. Staff plan an appropriate range of activities for the different age groups of children and most children engage in the activities happily. Staff generally know the children well and are able to discuss how they are making sound progress towards the early learning goals. However, staff do not consistently assess children's learning and development in order to successfully plan for their individual needs, interests and stages of development. Consequently, activities and experiences are not always challenging and enjoyable for all children.

Children's language development is supported appropriately. Babies and toddlers enjoy opportunities to sing and move their bodies to action rhymes. Older children demonstrate their knowledge of sounds and letters as they name and sound the letters of the alphabet when they sing enthusiastically the 'alphabet song'. They demonstrate their interest in books as they help themselves to the range available and handle them with interest. Pre-school children communicate confidently with staff and each other. Accessible writing materials provide all children with opportunities to practise their early writing skills. Children participate in activities both indoors and outside and these include a suitable mix of adult-led and child-initiated play. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. They choose from a range of physical play equipment, including a climbing frame and wheeled toys. Staff are on hand to monitor safety and offer children support. However, opportunities for children to access the outdoor area are not flexible. This does not support the differing learning styles of individual children. They are encouraged to make choices about their play and learning and a suitable range of resources are easily accessible. Consequently, children are developing some independence skills and are keen to explore the nursery environment. However, the range of information, communication and technology equipment in order to extend children's understanding of the world is not extensive.

The key person system supports effective links with parent and carers. Staff obtain information about the children's interests when they start to aid the settling-in and initial assessment process. Some useful information is shared between children's key persons and parents about daily activities and individual needs and this helps staff to know their key children well. Staff communicate with parents on a daily basis and parents have some opportunities to view their child's profile folder.

The contribution of the early years provision to the well-being of children

A sound key person system is in place and this helps children to feel secure and have a sense of belonging. A number of children are learning English as an additional language and their needs are supported because staff are able to speak some key words of their home languages. This promotes children's emotional well-being and sense of belonging.

Children's behaviour is generally well managed. Older children demonstrate they can negotiate and solve problems as they confidently inform staff if another child has upset them. They are learning to understand that their actions can hurt other children's feelings. Staff provide a suitably safe environment as they complete daily risk assessments to ensure both the indoor and outdoor play environments are free of hazards. Children choose the toys they wish to play with from a suitable range of resources stored at low level. Babies enthusiastically explore their environment.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Nutritious snacks and meals, which include fruit and vegetables, are provided and children's individual dietary requirements are met. However, opportunities to encourage older children to learn independence skills

by helping to prepare the food at snack time are not explored. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children benefit from regular fresh air and exercise during outdoor play. The daily routines include regular safety reminders to raise children's understanding, such as learning to take care with simple tools and follow rules when going outside. Children learn about safety through regular fire evacuation practices. As a result, children enjoy their experiences in the nursery and learn skills that help them manage their move to school.

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

Safeguarding regulations and duties are appropriately met. Staff have a sound understanding of the possible signs that a child is at risk of harm and know the procedures to follow to report concerns. The designated person has attended safeguarding training and relevant guidance documents are in place to support practice. Vetting procedures and recruitment procedures for all adults who work with the children or come into contact with the children are in place before they can work unsupervised. Most staff hold current paediatric first aid certificates. Staff appropriately supervise the children and carry out regular risk assessments of the premises, environment and equipment.

The management team monitors staff performance informally through observations and working alongside the staff. Staff are supported to attend some relevant courses and gain additional qualifications. Suitable induction procedures are in place to support new staff. The manager uses regular staff meetings to discuss and share any ideas and practice issues. Effective procedures have been established to work with parents and as a result, parents speak positively of the care and learning their children receive. They are kept up to date about their child's learning through daily verbal feedback and regular parents' meetings. Sound links are in place with the local school which aids effective transitions and joint working.

The manager and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement. Previous recommendations have been successfully addressed. For example, details are recorded of emergency evacuation drills, this helps to further safeguard children.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY361828
Local authority	Lambeth
Inspection number	892339
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	28
Name of provider	Union Grove Community Day Nursery
Date of previous inspection	21/05/2012

Telephone number

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
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