

Children & Family Unit

Ackroyd Community Centre, Ackroyd Road, London, SE23 1DL

Inspection date	09/04/2013
Previous inspection date	03/03/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
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 benefit from a welcoming, inclusive setting. They have access to a good range of well-organised resources for indoor and outdoor play.
- Children are happy and settled in the nursery. They have positive relationships with staff and each other. They take part in a wide variety of interesting activities and experiences that help them make good progress in their learning.
- Staff work closely with parents and keep them up to date with children's progress and development.
- The staff team are committed to developing the provision. They continually reflect on their practice and identify areas for improvement.

It is not yet good because

- staff have not established secure systems for sharing information with other providers where children attend more than one early years setting
- staff do not make the most of opportunities to encourage children's self-care skills at meal times
- the provider recently failed to follow appropriate safeguarding procedures, although they have now taken action to meet all requirements.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children taking part in activities indoors and outside and during meal times.
- The inspector had discussions with the management team and with staff.
- The inspector sampled records including children's files, planning, self-evaluations, accident, incident and complaints sheets and staff suitability records.
- The inspector looked around the premises and outdoor area.
- The inspector spoke to parents and also took account of their views from comments on children's files.

Inspector

Rebecca Khabbazi

Full Report

Information about the setting

Children & Family Unit is one of two childcare provisions run by Ackroyd Children and Families Children's Centre Board of Trustees. It registered in 1980. It operates from two rooms situated on the first floor in a community centre in Brockley, in the London Borough of Lewisham. Children have access to a fully enclosed outdoor play area.

The nursery is registered on the Early Years Register. It is open each weekday from 8am to 6pm all year round, with the exception of bank holidays. There are currently 36 children in the aged from two years old on roll, who attend for a variety of sessions. The nursery receives funding for the provision of free early education to children aged three and four years old. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

There are nine members of staff, seven of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- strengthen systems for sharing information with other providers where children attend more than one early years setting, in order to promote consistency in learning and care

- increase opportunities for children to develop self-care skills at meal times.

Inspection judgements

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

Staff gather comprehensive information about each child's background, starting points and needs before they start at the nursery. For instance, they ask parents to fill in detailed registration forms and receive clear transfer sheets from the connected baby unit. This means that staff know children well and can provide appropriate support. They observe children's achievements closely and plan activities according to children's individual next steps and needs. This ensures children take part in a broad range of activities and experiences that help them make good progress in their learning, in relation to their age, ability and starting points. Staff keep parents up to date through daily discussions and regular meetings as well as progress reports. This means parents are well informed and

involved in their child's learning.

Children learn a wide range of useful skills and attitudes that prepare them well for school. They listen attentively at circle time, speak confidently and learn to share and take turns. They are confident, sociable and keen to take part in activities. Staff support children's language development effectively when they ask questions and encourage them to join in conversations. They skilfully engage their attention when they use puppets and change their voice for different characters in a story. Children are captivated as they listen, ask questions and remember familiar words and phrases from the book. Staff promote children's early literacy skills well through spontaneous activities at the writing table and when they encourage them to write a shopping list during a game in the role play area.

Staff make good use of daily activities and routines to develop children's understanding of number. They encourage them to count how many children are at their table at lunchtime, or the number of steps they take during a game in the outdoor area. Children match cards during a game, finding the picture that looks the same. Staff plan interesting opportunities for children to find out about the world around them, such as planting bulbs outside and caring for them as they grow. Children learn to value diversity when they taste different food and find out about their friends' culture and traditions during activities to celebrate Chinese New Year. Staff encourage children to use the computer independently and children confidently complete simple programmes. Children use their imaginations when they play in the role-play area, pretending to go shopping with their friends. They enjoy helping themselves to materials to design a picture in the creative area, or painting with bright colours at the easel. They join in with their favourite songs enthusiastically at circle time.

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

Children have good relationships with the staff team and each other at the nursery. The key person system is well established and staff know children well. This effectively promotes children's emotional and physical wellbeing. Staff have a calm, consistent approach and children behave well. They quickly become familiar with the routines and expectations of the setting, reminding their friends to sit nicely while they wait for a story and lining up quietly when it's time to go downstairs for lunch. Children show good levels of independence when they choose their own resources and manage their own coats. However, staff do not make the most of opportunities to encourage children's independence and self-care skills at meal times. For instance, by allowing children to serve their own food or pour drinks.

The setting is welcoming and well equipped, with a wide variety of resources available for children to choose from both indoors and outside. Staff conduct daily checks of the premises to make sure all areas are safe. They supervise children closely at all times. For instance, they make sure there are enough staff on duty and position themselves so that children are supervised in all areas of the classroom and outdoor area. Children develop a good understanding of risks and they know how to keep themselves safe. They remember to hold on to the rail when they go down the stairs and staff remind them how to use

equipment, such as skipping ropes and the slide safely.

Children's good health is promoted well. Children learn to manage their own personal needs when they wash their hands before they eat and know that they may have germs on them. They enjoy well-balanced, nutritious meals that are freshly prepared on the premises and staff offer them alternatives such as fruit if they don't want the pudding on the menu. Children play outside every day, as part of a healthy lifestyle. They enjoy practising their physical skills riding bikes, having a turn on the slide or balancing along a long row of big crates.

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

Children's welfare is safeguarded satisfactorily overall. Robust recruitment procedures ensure that appropriately qualified and vetted staff care for children. All required documentation that supports the smooth day-to-day running of the setting is in place. The inspection took place following a notification by the provider. Requirements were not met, so Ofsted issued a notice to improve, because safeguarding procedures were not in line with guidance of the Local Safeguarding Children Board. The provider took prompt action to meet the requirements. The inspection found that safeguarding procedures have been updated and all staff have attended child protection training. This ensures that they are now clear about their responsibilities in this area and familiar with the procedures to follow. In addition, Ofsted received concerns about the supervision of children, the recording of accidents, and an incident where a child received an injury on the back of their neck, due to a skipping rope. The management team have carried out a risk assessment of recent accidents and of the use of skipping ropes, and taken steps to ensure that children use these safely. They have also revisited health and safety policies and procedures with staff and reviewed how they record accidents. This helps to ensure all staff are now familiar with policies and procedures and implement them appropriately in practice, in order to promote children's well-being. Staff have opportunities to develop their skills by attending local courses as well as in-house training. Their performance is monitored through regular supervision and appraisals. This helps ensure that the staff group is well trained and supported.

The management team are committed to continually improving the nursery and addressing any areas of weakness. They have a good understanding of the learning and development requirements and rigorously monitor and review the provision to ensure they promptly identify any areas for improvement. They have an ongoing development plan for the whole setting and take well-targeted steps to improve outcomes for children. For instance, they have updated systems for assessment and planning so that they can track children's progress more closely. Staff have also reorganised resources in the classroom to encourage more choice and self-selection. As a result, children confidently initiate their own play experiences.

Staff work closely with parents and welcome them into the setting. Parents express their appreciation of the consistent staff team and find staff friendly and approachable. They

have access to comprehensive policies and procedures and staff keep them well informed about the day-to-day provision through information placed on notice boards and daily discussion. Staff also make any necessary links with other professionals to ensure that any children who have additional needs are supported effectively. However, staff have not yet established clear systems for sharing information with other early years settings that children attend, such as school nursery classes, to ensure a consistent approach to their learning and care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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.
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 action. 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	974144
Local authority	Lewisham
Inspection number	912765
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	1 - 5
Total number of places	26
Number of children on roll	37
Name of provider	Ackroyd Children & Families
Date of previous inspection	03/03/2011
Telephone number	0208 291 4933

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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, which are usually the childminder's 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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