

Bird in Bush Childcare Centre

Bird in Bush Nursery, 616 Old Kent Road, LONDON, SE15 1JB

Inspection date	17/02/2014
Previous inspection date	24/10/2011

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		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The educational programmes are not effectively monitored and children are not sufficiently challenged in their play. This means there are weaknesses in the systems for observational assessment and promoting children's learning.
- Self-evaluation is weak and staff are not working with parents to gather their views about the setting. Therefore, not enough is done to secure ongoing improvement.
- Fire safety procedures are weak and there are no certificates to show that staff have current first aid training. Therefore, staff do not adequately promote children's safety.
- Staff do not carry out the required progress checks for children aged two years. As a result, they are unable to sufficiently assess children's progress and any learning needs.
- Staff do not promote children's self-care skills or consistently teach them hygiene procedures. Therefore, they do not adequately promote children's independence skills.

It has the following strengths

- Children enjoy positive relationships with staff, so they are happy.
- Transitions between base rooms are carried out to meet the children's individual needs.

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 during activities in the main playrooms and the garden.
- The inspector spoke with the provider, the deputy and staff at appropriate times throughout the observations.
- The inspector looked at a sample of children's learning journeys, planning documents, a selection of policies and procedures and children's records.
- The inspector looked at the documentation regarding staff suitability, safeguarding and registers.

Inspector

Rebecca Hurst

Full report

Information about the setting

Bird in Bush Childcare Centre is 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 Peckham in the London Borough of Southwark. Children have access to two enclosed gardens.

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 49 weeks of the year. There are currently 41 children aged from one to four years on roll. Children aged two, three and four years are funded for free early years education. Children with special educational needs and/or disabilities and also a number of children who are learning English as an additional language attend the nursery. The nursery employs eight members of staff, including the manager, cook and administrator. Of these, four hold appropriate early years qualifications and two are currently working towards a qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure at least one person has a current paediatric first aid certificate when working in the setting and certificates are available to show they have been completed
- take reasonable steps to ensure that children, staff and other people on the premises are safe in the event of a fire or other emergency, by carrying out regular fire drills so that everyone knows what to do in the event of an emergency
- ensure that staff implement assessment procedures effectively and that children's progress is monitored well in order to move them forward in their learning
- ensure that staff carry out the required progress check for two-year-olds
- ensure each area of learning and development is implemented through planned, purposeful play and through a mix of adult led and child initiated activities throughout the year and that children are sufficiently challenged during these activities
- ensure educational programmes are effectively monitored to make sure that children's progress is accurately tracked and any gaps in their learning are quickly identified and addressed
- improve the self-evaluation process to clearly evaluate the setting's key strengths and areas to improve, also include contributions from parents and carers
- extend the programme for physical development to provide opportunities for children to develop their independence skills during snack times and self-care routines

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

Staff do not promote children's learning and development sufficiently, especially during school holidays. Systems for observation, assessment and planning are implemented to some degree; however, these are not monitored effectively to ensure children's progress is charted accurately. Although some observations are completed, this is not regularly, with some not being completed for over a year. Key persons can identify where children are in their learning in discussions. At the time of the inspection numerous files were not

present which also contained children's individual educational plans. As a result, staff are not able to plan activities or to work on targets that have been set to help these children make effective progress in their learning and development.

Staff do not meet the requirement to complete a progress check for children aged two years and provide their parents with a short written summary of the child's development in the prime areas of learning. The staff have the forms and some have been started but not completed. Again, this means that staff fail to identify any learning needs or help children to make good progress.

Although children are making some progress with their learning and development, this is incidental in relation to the teaching from the staff during school holidays. There is a lack of organisation during morning routines which means that older children play in the same areas as the younger children. They have resources that are not suitable for them to play with and to extend their learning and development. Although Staff suggest activities for the children to carry out, such as looking for rainbows outside, this is not carried out when the children do eventually play in the garden. As a result there are missed opportunities throughout the day to extend older children's learning and development. Consequently children's learning is hindered. Furthermore, planning is not effective. Staff do not effectively identify learning intentions to plan for and, as a result, they are not able to support children to make effective progress. Because activities are poorly planned, this contributes to children not making sufficient progress in their learning especially during school holidays. Despite this, children are making some progress in their personal, social and emotional development. They receive some praise from the staff during the activities, which builds their confidence. Children are settled and develop positive bonds with the staff, which helps to build their self-esteem. Children work well together and they learn the importance of turn taking through good help from staff.

Younger children are supported by the staff to progress with their learning and development. Staff sit with the children and promote their learning as they play. Staff ask useful questions to promote the children's language development as they play.

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

Children's well-being is affected by the lack of consideration given to their safety. For example, only one fire drill has taken place since the nursery was registered in 2006. This means that the provider is not taking reasonable measures to ensure children are safe, which is a breach of requirements. In addition, this does not allow children to learn what to do in an event of an emergency.

Staff are consistent in their approach to behaviour management. This means children understand right from wrong and learn how to share and take turns with their friends. Meal and snack times are social occasions; staff talk with the children about what they are eating and about healthy lifestyles. This promotes children's understanding of healthy foods; also, children receive freshly made nutritious meals to help promote their good health. However, staff do not encourage children to engage in self-care routines, including

hand washing, consistently. This means children are not being taught to be independent about good hygiene practices. Also during snack times all snacks are prepared for the older children and staff pour their drinks for them. This means that not enough is done to extend children's independence skills. Children are given the choice of what they would like to have for snack and what drink to choose from. As staff prompt the children to ask what to have this helps to promote their language development.

Staff work with the parents and children to settle them into the nursery. Staff gain information about the child's likes and dislikes and use this information to help them to settle. When children move into older age group rooms, staff work with the parents and children and carry this out on an individual basis. Staff take into consideration children's needs and if they are not happy or settled they spend more time in settling into their new room. This promotes their self-esteem and their confidence. Staff work with the children to prepare them for school. They talk to them about school and what to expect. This helps to reduce children's anxiety about this significant move.

Children enjoy playing in the garden. The children have access to a good amount of resources, but these are not used effectively to promote the children's learning across all the areas. Staff generally play with the children but fail to pick up on children's interests to extend their learning further.

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

The inspection was brought forward following notifications made by the provider regarding the behaviour management of staff towards children. This information raised concerns about the provider's procedures for safeguarding children, managing behaviour and staff induction procedures. Ofsted carried out a visit, found that the provider was failing to meet a number of requirements and set notices to improve following the investigation. The provider has shown a positive approach to making improvements in the setting towards these. The management team staff are aware of their responsibilities to meet the safeguarding and welfare requirements with regards to child protection. Staff have a sound understanding of child protection matters and what action to take if they are concerned about a child's welfare and if they have concerns over staffs' behaviour in the setting. Risk assessments are completed to assess the safety of children's play environments and safety measures are adequate. All children behave well. Staff take time to talk to the children about their behaviour and work with them to learn how to behave appropriately. Staff now have induction training when they first start. This is carried out by the manager and recorded in the staff files. In addition, since the last inspection, Ofsted received other information that raised concerns about the key person system, child supervision, records of children's hours of attendance and assessment procedures. This resulted in further notices to improve. The provider took action to meet most of these requirements and now makes sure that the key person system meets the needs of children and that children are supervised appropriately when visiting the toilets. Records of attendance are maintained. However, the manager does not effectively monitor the educational programme to make sure observational assessment and the required progress

check for two-year-olds are being completed by the staff. The provider is unaware of this and therefore, staff are not promoting children's learning sufficiently well.

At the time of inspection the provider said that staff had recently carried out first aid training, they did not have any certificates to show this training had been carried out which means children's well-being is compromised.

The systems for self-evaluation are ineffective. Although some actions set at previous visits have been met, others have not. The provider leaves the learning and development requirements to the manager to monitor and carry out. As a result, there are significant weaknesses in this area. Staff plan and provide a range of experiences for children in all areas of learning. The manager has failed to identify the significant weaknesses across the nursery. Although staff have had regular supervision and targets are set for them to work towards to improve their working practices, these are not robust enough to ensure the staff are able to improve their practices, such as by completing children's developmental reports. The provider and her manager have failed to identify the weaknesses in the systems for observation, assessment and planning. Staff fail to gather the views of the parents to inform the self-evaluation process. As a result, the staff are not fully responsive to the users of the setting.

Staff attend 'team around the children' meetings with other agencies to support children that require extra support. They provide reports for other agencies to see the progress the children are making. This works towards providing continuity of care for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that at least one person who is caring for children has an appropriate first aid qualification (compulsory part of the Childcare Register)
- ensure that at least one person who is caring for children has an appropriate first aid qualification (voluntary part of the Childcare Register)

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY345508
Local authority	Southwark
Inspection number	927658
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	41
Name of provider	Cabrini Children's Society
Date of previous inspection	24/10/2011
Telephone number	0207 639 3030

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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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