

Children & Family Unit

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

Inspection date	14/08/2014
Previous inspection date	08/10/2013

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		2

The quality and standards of the early years provision

This provision is good

- Children are enthusiastic and keen to learn and soon grow in confidence because of their excellent relationships with staff.
- Staff offer children a range of exciting and well-prepared activities, which support their learning and development.
- The manager is a strong leader who organises many new improvements and programmes to improve the nursery unit.
- The children learn to behave well and develop their ability to take turns and share, making this a positive place to learn.

It is not yet outstanding because

- Steps to engage and keep parents informed are good but staff do not help parents further to support their children's continuous learning and development at home.

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 spoke to members of the management team, staff and children.
- The inspector observed children's play, both indoors and outdoors and the staff interaction with them.
- The inspector sampled a range of documents including policies, procedures and risk assessments.
- The inspector talked to some parents and noted other parental comments to obtain their views.
- The inspector sampled children's records of achievement.

Inspector

Karen Callaghan

Full report

Information about the setting

Children & Family Unit is one of two childcare provisions run by Ackroyd Children and Families, which is managed by the Children's Centre Board of Trustees. It has been running since 1980 and registered with Ofsted in 2001. It operates from two rooms situated on the first floor and toilets with nappy changing facilities and a dining room on the ground floor. Children have access to an enclosed outdoor play area. It is situated in a community centre in Brockley, in the London Borough of Lewisham. The nursery is registered on the Early Years Register and both compulsory and voluntary parts of the Childcare Register. It is open each weekday from 8am to 6pm all year round, with the exception of bank holidays. Staff collect children from various local nursery classes in local primary schools throughout the day. There are currently 22 children aged from two years to five years on roll, who attend for a variety of sessions. The nursery receives funding for the provision of free early education to children aged two-, three- and four-years old. There are nine members of staff; two staff hold early years degrees and three staff hold relevant qualifications at level 3. The unit also employs a cook, a finance officer and an administrative officer.

What the setting needs to do to improve further

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

- ensure parents receive further help at home in supporting their child's progress to promote continuity of learning.

Inspection judgements

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

Staff provide a rich and stimulating environment for children at this nursery unit. Children are highly motivated to learn and they confidently choose resources to play with and learn from. This is because staff are extremely enthusiastic in their approach and give children opportunities to explore using an expanding range of resources. Children consistently demonstrate their ability of becoming effective learners by exploring their environment with excellent support from staff. They engage in high-quality independent play and learning. For example, children used a water tray to explore a range of transparent pipes and syringes, testing out how many ways they could move the water around. The children talk to each other confidently, sharing their findings with others. Staff make very good use of resources, for example, they created a road in the outside area for children to role-play being fire fighters and they learnt about road safety while having fun with their friends.

Staff have an excellent knowledge of how children learn and they use this knowledge to plan challenging activities, which are based on children's interests and on their previous

observations of children as they play. For example, staff plan for different ages by giving opportunities for older children to learn sounds of letters and practise writing them. Staff know children really well and they use this knowledge to extend children's learning very successfully. For example, they know that many children enjoy using building blocks, so staff extended their learning by encouraging them to make stronger and more complex models for their chosen characters. Children are all fully engaged in the activity and staff expertly support them but give them time and space to make their own choices. Planning is detailed and includes children's individual needs as well as group activities. Staff plan and adapt art and craft activities to enable all children, whatever their age or ability, to use their creative skills by choosing from a variety of materials. Staff use the creative activity to cover many areas of learning including measuring, learning shapes as well as providing children with guidance on how to hold scissors safely as they concentrate with cutting and sticking. Children successfully construct their own individual picture frame to proudly take home. Children love sharing stories and were enthusiastic when they sang and joined in with the nursery rhyme, 'Ten in the bed' and took turns to count how many animals were left in the bed. Consequently, they learnt to share and gained confidence as they received praise from the staff. Staff have become highly effective in helping children develop their communication skills. They support children in their play by asking them questions to extend their thinking and children respond with enthusiasm. All children benefit from this language-rich environment.

Staff ensure that children's personal, social and emotional development is fostered well. They spend time individually with toddlers who are joining the three- and four-year old children as they make their transfer from the nearby baby unit. They are sensitive to the needs of the younger ones, giving them closer support and encouraging them to gradually join in with the others. Staff in the room work together well to allow this one-to-one time as they understand the importance of building close relationships. They work together to effectively provide continuity of care for children as they move between different areas. This means that children quickly develop confidence to explore their new environment. Staff support children's physical development in all areas. Children enjoy daily physical play in the outside area where can ride bikes and use balance bars as well as climb and slide.

Staff keep detailed records and observations on how children learn and progress. They share these learning journals with parents and in turn, parents add their views. Parents are able to borrow books and some resources from the unit to help their children at home. They also receive regular newsletters and speak to the staff daily. However, parents and carers receive little support from staff to help their children continue their learning at home, for example, in the form of workshops or information.

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

Children enjoy a warm and close relationship with their key person. The nursery has adopted a buddy system, which means that if the key person is absent, each child has another member of staff who knows them well. Therefore, this helps children feel safe and secure within the unit. Staff build strong relationships with parents from the start by

obtaining information about their child's likes and dislikes and the way they learn best. Staff encourage children to think about their own personal safety. For example, they asked children about how they can stay safe when using the stairs and children describe how to hold on to the hand rails. Staff practise regular evacuation drills with children so that children are familiar with emergency procedures. Visits to the local park, shops and museum help children to be confident and develop their awareness of safety.

Staff support children's healthy lifestyles and practices. They talk about their favourite fruits and making healthy choices at meal times. Children enjoy fruit and vegetables for snacks and staff provide freshly cooked meals that offer children a balanced diet with food from many different cultures being introduced. Children are able to play outside for large parts of each day and this daily play in the fresh air supports their healthy lifestyles. The small outside area is used imaginatively, with children being able to use the resources to suit their interests. For example, staff help children to build different play areas using crates and balance bars. Children's behaviour is good overall as staff support children as they learn to take turns and share equipment. Staff take time to explain the reasons for sharing and children are beginning to understand the needs of others as a result of these actions from staff. Children learn to pack away and become independent by helping themselves to food and clearing their plates. They learn good routines by washing their hands after using the toilet and before touching food.

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

A newly established and experienced manager, who is well qualified, has made positive changes in this nursery unit including the improvement of health and safety aspects and better communication. The well-established staff team have strong support and work hard to ensure the children have every opportunity to learn in a safe and well-organised environment. Staff are aware of safeguarding procedures and all have now received up-to-date training in first aid and can confidently describe the procedures to follow if they have concern about a child in their care. Recruitment procedures are robust and ensure that only those who are cleared as suitable to work with children do so. Induction procedures are effective and confirm that staff have appropriate knowledge of policies and procedures. The manager monitors staff performance in a range of ways. She uses regular supervisions to identify training needs and discuss specific targets for staff. These are effectively followed up in review meetings and coaching sessions have helped staff to engage with the children's learning needs by giving better support to their acquisition of language.

The manager uses a range of ways to evaluate the provision. A detailed development plan highlights areas for improvement, which have included identifying, reporting and dealing with accidents and hazards. Risk assessments are now in place for every area of the unit and includes a daily checklist to ensure the venue and resources are safe to use. The manager gathers the views of parents, staff and children through questionnaires. Clear evaluations of the strengths and weaknesses of the unit have helped to form a clear action plan for the future. Communications with parents have improved and there is now a clear

complaints procedure to follow. Learning journals have been improved and the progress of individual children can be seen. Overall, the culture of mutual support, teamwork and continuous improvement can be clearly seen.

The nursery unit works well with outside agencies when necessary to support children's developing needs. The manager also works with the local authority advisor and other external advisors as she uses their expert guidance to plan for the development of the nursery. As a result of this support, each of the areas of early learning have been extended and improved. Parent comments show that the staff are caring and cater for children's individual needs well.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	963184
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	22
Name of provider	Ackroyd Children & Families
Date of previous inspection	08/10/2013
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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