

Robert Owen Early Years Centre Child Care

Robert Owen Early Years Centre, 43 Commerell Street, London, SE10 0EA

Inspection date	21/10/2014
Previous inspection date	Not Applicable

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Leadership and management of the setting is very strong. The head teacher has a clear vision for the settings outstanding practice.
- There are consistent practices in place to monitor the provision to enable the children to make excellent and significant progress with their learning and development.
- An extensive range of interesting, stimulating activities are available both in the indoor and outdoor learning environment.
- Children have excellent access between the indoor and outdoor environments enabling children to choose where they wish to play. This promotes their learning and development very well; as a result they become highly confident learners.
- The head teacher has ensured that all staff across the nursery and nursery school have received comprehensive training to support fully children's learning and development.

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.

Inspection activities

- The inspector observed activities in the main play rooms and the garden.
- The inspector spoke with staff and senior management team at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents and inclusion records.
- The inspector invited the head teacher to carry out a joint observation.

Inspector

Rebecca Hurst

Full report

Information about the setting

Robert Owen Early Years Centre is managed by the governing body. It was registered in 2005 and operates from a purpose-built building in Greenwich in South East London. The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. All children over two years share access to an enclosed outdoor play area; children under two years have a separate outdoor play area. There are currently 44 children aged from two to three years on roll who receive funding for the provision of free early education for children aged two years. Children come from a wide catchment area, and attend a variety of sessions. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 24 members of staff who work with the children aged two years. Of these, one member of staff is an early years professional, three staff have a masters degree including the head teacher, seven staff are degree qualified and a further 17 have a level three qualification.

What the setting needs to do to improve further

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

- extending further children's self control skills during meal times.

Inspection judgements

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

All children are making excellent progress with their learning and development. The quality of teaching has ensured that the achievement gap between higher and lower achievers has narrowed significantly. Staff have created a safe and enriching learning environment, which enables children to play, learn and develop to the best of their ability. Staff provide an extensive range of activities and learning experiences covering all areas, which promotes children's progress exceptionally well. This effectively supports children as activities are interesting and are highly individualised to meet specific learning needs of the children attending the nursery. Overall, children are prepared exceptionally well for the next step in their learning.

Staff support children's vocabulary skills exceptionally well. They work closely with the parents to obtain key words in the children's home languages so they can support their emerging language. Staff regularly use these key words to support the children with their understanding of what they are being asked to do. Staff show great pride when children say their first words in English. This promotes the children's self-esteem and their confidence to play and learn very well.

Staff are highly skilled in asking useful questions to promote further the children's language and communication development. Staff listen to the children's answers to the questions and will then steer the conversation to promote further and strengthen children's learning and development. For example, children enjoy reading stories which included a telescope. Staff then extend this further and suggest to the children to make their own. The staff ask the children what they can see through their finished telescope. This allows the children to express their thoughts and enhance their language development through the descriptions they are giving.

Children's personal and social development is greatly nurtured by the caring and supportive staff. All staff take time to settle the children into the nursery. The children's key persons work closely with other agencies to set achievable targets for them to work towards. Staff are fully aware of their children's next stages of development and how to plan to progress their learning and development. All planning is individual for each child and takes into account their interests and stages of development. This is very successfully linked to the learning intentions used by staff to progress the children across the areas of learning.

There are excellent planning systems in place ensuring a very good balance of child-initiated and adult-led activities. Staff use the children's interests during the day to inform the planning. This is used successfully so staff can plan fun and interesting activities for the children. Staff are fully aware of their role in completing the two year old progress check. They share the outcomes with parents to demonstrate the areas staff are currently working on with the child to support their learning and development further. Staff also work very closely with the parents to complete individual educational plans for children with special educational needs and/or disabilities. They work in full partnership with other agencies caring for the children and use the targets set to inform the planning in order to progress their learning and development further.

Physical development is a high priority and is promoted exceptionally well in the indoor and extensive outdoor environments. The garden is extremely well resourced. Climbing apparatus provides opportunities for children to extend their climbing skills and work out how to get down the slide and climb the ladders. Staff ensure they are well placed to be able to meet all of the children's needs. They supervise the children on the climbing equipment encouraging them to use it in different ways. They ask the children how they will move from one area to another making the children think about what they are doing and problem solve.

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

Staff have secure and highly effective measures in place to promote children's ongoing safety in both the indoor and outdoor environments. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these. Fire drills are carried out on a regular basis. They complete these with the nursery school and children's centre and are evaluated so staff can make sure they teach the children how to keep themselves safe. It also allows children to learn what to do in an event of an emergency. Children also

learn how to carry out a fire drill with the school which they benefit from on transition into school. Staff also teach the children well to learn about their own safety. For example, when children are using the slide, the staff remind the children to look out to make sure the slide is clear before they go down.

Children thrive in an environment where staff maintain a high standard of hygiene practice. All children learn about good hygiene routines through washing their hands at appropriate times throughout the day. Children enjoy valuable social experiences during snack and mealtimes as Staff sit with the children during snack time. They count the numbers of slices of fruit the staff prepare. They talk about the fruit they have and the effect it has on their bodies. This promotes well children's learning about their own health and well-being. During snack time children are given opportunities to cut their own pieces of fruit. This greatly enhances the children's independence skills as well as their self-help skills. On some occasions only some children get the opportunities to serve themselves their own lunch. As a result, staff miss a few opportunities to further enhance the already good opportunities to develop their self control in serving their own meals.

A robust key-person system is in place to ensure that staff meet the individual needs of the children. The key persons work closely with the parents to find out about the children's individual needs. These are then use this information successfully to settle them into the setting. Staff are all very consistent in their approach to behaviour management. They set and teach children very clear and concise boundaries, which enables children to develop a very good awareness of how to manage their own behaviour. The setting also works closely with the local authority to provide support for the staff in managing children with more complex needs. They set goals and meet regularly with parents to ensure they are meeting all children's individual needs. All children work very well together and regularly help each other out during activities. Excellent strategies are in place to teach the children how to work together. Given the children's ages and stage of development they are all exceptionally well behaved.

Staff work closely with the parents to settle children into the setting. Staff also work closely with the children to prepare them well as they move to other settings. Staff demonstrate an extremely positive approach towards inclusion. They work closely in partnership with parents to fully meet the individual needs of all children attending the setting. They show a comprehensive understanding of each child's unique needs and have detailed information on child record forms of individual requirements. Staff demonstrate a positive approach towards non-stereotypical play. Children play with the full range of activities available to their age and stage of development, regardless of their gender.

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

Staff have a strong understanding of child protection and how to safeguard the children in their care. They meet all safeguarding requirements effectively. Local Safeguarding Children Board procedures are consistently known and implemented by the staff. Robust risk assessments are in place for the setting and activities the children undertake. Children

are extremely well supervised across all areas of the nursery. Robust recruitment process are in place as well as checks to ensure staff are suitable to work with the children.

Leadership and management of the setting is very strong. The head teacher and staff work closely together to bring about the best possible outcomes for the children. The head teacher carries out regular supervision to make sure the staff practice is very strong and to highlight any training needs. A fully comprehensive range of written policies and procedures are in place and these are regularly updated to reflect changes in legislation and clearly underpin the setting's practice. Self-evaluation is very strong and clearly shows the settings key strengths and the areas they are currently working on. The head teacher works very closely with staff and the governors to work on targets to enhance the practice in the nursery. They look at data relating to different areas of learning and set targets in order to make sure children are progressing towards the early learning goals. The parents share their views on the setting and staff gather the views of the children to shape the service that is provided. Recent satisfaction survey shows that 100 percent of parents are happy with the care that is provided to the children. The service is highly responsive to its users.

Staff work closely in partnership with the parents. Regular newsletters allow the parents to be a part of the children's day. It allows them to see what the children will be learning over the next term and what they can do at home to support this learning. The parents work with the staff when they complete children's learning stories. Staff talk through with them what the children have learnt and the parents share their views. This provides strong continuity of care. Parents regularly share with the staff what they have been doing at home, which is used successfully by staff to enhance the children's individual needs. Staff arrange parents evening so the parents can meet with their children's key worker to talk about their progress. Staff work in excellent partnership with the other agencies caring for the children. Staff attend regular meetings with workers to develop care plans for the children. This strongly enhances the setting's ability to meet children's individual needs.

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	EY291408
Local authority	Greenwich
Inspection number	986029
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	44
Number of children on roll	50
Name of provider	Robert Owen Early Years Centre Governing Body
Date of previous inspection	not applicable
Telephone number	0208 858 0529

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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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