

Rye Oak Primary School and Children's Centre

Rye Oak Primary School, Whorlton Road, LONDON, SE15 3PD

Inspection date	22/10/2014
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		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

- Staff provide interesting and broad activities, which promote strong development of children's communication, language and literacy skills.
- Staff assess children regularly and use this information to plan well to meet children's individual needs.
- Staff work well with others to fully support children's care and learning.
- Children are happy and settled because staff have warm, nurturing relationships with them.

It is not yet outstanding because

- Staff do not maximise all opportunities in the indoor and outdoor environments to enhance children's early mathematics skills.

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 carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed interaction between staff and children in the indoor and outdoor environments.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a discussion with management.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Rye Oak Children's Centre registered in 2009. Based at Rye Oak Primary School, the provision for children aged two to three years, called Owl Babies, operates from an open plan room with an enclosed garden. The nursery is registered on the early years register. It is open during term time only from Monday to Friday from 9am to 12pm and 1pm to 4pm.

There are five members of staff, including the manager, all of whom hold appropriate early years qualifications. This includes the manager who holds qualified teacher status; one staff member holds a degree in early years qualification; one staff member holds a level 5 qualification; and two staff members hold level 3 qualifications. The nursery receives funding for free early years places for children aged two and three years. It supports children who have special educational needs and/or disabilities and those who learn English as an additional language.

What the setting needs to do to improve further

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

- enhance children's experiences of early mathematics by maximising opportunities in the indoor and outdoor environments.

Inspection judgements

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

Children make good progress in this organised nursery. Staff plan well to meet the needs of all children. Staff assess children regularly and use this information effectively to plan children's next steps for learning. Their plans cover areas of learning generally well and reflect children's interests. For instance, children show interest in transporting objects so staff provide buckets, baskets and objects for filling and emptying. Children freely select resources to create their own play. Staff effectively balance this with adult-led activities to provide structured learning. Children enjoy playing indoors or outdoors, which caters for the different ways that children learn.

Staff provide strong emphasis on promoting children's communication, language and literacy skills. During group discussion times, staff use a puppet to talk with children to encourage children to respond. They ask open questions and encourage children to recap the morning's events. Staff play language games with the children, such as What is in the box? This involves children taking hidden objects from a bag and discussing their findings. Children respond using full sentences and descriptive language, which supports their communication skills well.

Children use the book corner well. They browse through their favourite stories and use rhyme puppets to retell nursery rhymes. This supports children's early literacy skills effectively. Children practise making marks using a wide range of tools and materials which supports early writing skills. Staff talk to children about numbers, for example when talking about how many scoops it takes to fill sand buckets. However, they do not fully maximise opportunities to further promote children's early mathematics skills in the indoor and outdoor area. For instance, by encouraging children to pair items, such as socks in the role play area or skittle games outdoors to support counting skills. Staff show children how to operate simple technology by using coloured torches. Children experiment with space and design as they engage in open-ended play using wooden blocks. Staff talk to children about the features and habitat of stick insects while the children observe them in special containers in the nursery. Children take turns to speak and listen during group discussion time. Overall, children learn good skills for later use in school.

Children learn to move in different ways in the stimulating outdoor area. They climb across frames, balance and use wheeled toys to negotiate space effectively. Staff supervise children closely as they take turns to use the trampoline. Children practise their jumping skills as they bounce around on the trampoline. Staff teach children how to throw and catch objects which develops their physical coordination skills. They plant and grow carrots and beans with the children which teaches children where food comes from. Staff provide a variety of outdoor learning activities, such as building skills using construction play.

Children who learn English as an additional language make good progress. Staff use a range of visual resources, such as pictures of objects, to encourage repetition and learning of English names for objects. They learn key words in children's home languages so that children are understood when they communicate their needs. Staff support children with special educational needs and/or disabilities by liaising closely with community health professionals who provide advice, support and targets for children. Staff review their progress and plan activities to meet their individual needs.

Staff keep parents well informed of their children's progress. They talk to parents each day and provide reports on their children's progress. This includes progress checks for children aged between two and three years. Staff provide good opportunities for parents to take part in their children's learning. For instance, parents attend Reading with your child workshops to show how they can support children's early literacy skills.

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

Children settle happily in this warm and caring environment. Staff greet each child individually, which helps them to feel welcomed and fully valued. They know children well because they find out about children's personalities from their parents. Staff provide activities matched to children's interests which they enjoy. Staff provide good support to children to help them to understand the nursery routine. For instance, they use picture

cards of key nursery events, which supports children's understanding of the daily routine and helps them to feel secure. The nursery is organised well and enables children's independence as they select from low level, accessible and varied resources.

Children behave well. They are clear about staff expectations because staff share group rules with children. Staff remind children of expected ways to behave by using picture prompts during group discussion times. They praise children which encourages them to behave in positive ways. Staff offer good support to children to help them to learn to take turns and share. For instance, they make effective use of sand timers so that children wait their turn to use resources. They teach children about cultural and religious differences through celebration and discussion of special events, such as Diwali. Staff prepare children well for their move to school. Many children move onto the onsite school and good links with classroom teachers support children effectively. Children visit the classroom and build relationships with the teacher. This helps children to settle readily and get used to new environments.

Children behave in safe ways. Staff teach children how to respond in an emergency by carrying out regular fire drills. They talk to them about road safety so that children know how to behave when out on trips. Children handle tools and materials safely because staff show them how to carry and use them. They use the outdoor area with good awareness of space and other children. For instance, they climb up ladders on slides one at a time to avoid accidents and carefully steer push bikes to avoid bumping into others.

Children learn to eat well and take regular physical exercise. Staff provide fruit snacks, which cater for special dietary needs, and fresh drinking water. Staff take children outdoors each day where they practise a variety of physical skills on a range of challenging equipment. As a result, children take daily fresh air and develop healthy habits. Staff encourage children to be independent. They encourage children to put on their coats, shoes and aprons, providing support where needed. Children help themselves to snacks and pour their own drinks. They use the bathroom independently to wash their hands at appropriate times. This helps children to develop good personal hygiene routines. Staff change nappies in clean, private areas which help children to feel comfortable.

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

Staff place high importance on children's safety. They have been trained in safeguarding and are fully aware of procedures to follow should they be concerned about a child's welfare. The premises is secure and intruder access is deterred by a staffed reception desk and entry card swipe access to all doors. There are two paediatric first-aid trained staff who are deployed effectively to ensure ready access in emergencies. Management protect children further by vetting staff thoroughly to assess suitability for their roles. Staff carry out risk assessments which cover all areas of the nursery and this helps to keep children safe. Management has good understanding of its responsibilities in relation to the requirements of the Early Years Foundation Stage Framework

The management team monitors the work of staff well. It checks the quality of staff assessments by reviewing observations and records. Also, management uses external early years specialists to review and check assessments. This provides extra monitoring and helps to ensure accuracy and consistency of judgements. Staff have regular opportunities to discuss their work in confidence with management. Management carries out regular checks on the learning environment to help ensure that resources, organisation and staff practice support children to develop well. Management carries out regular appraisals to identify staff training needs and staff have attended a variety of courses. For instance, staff attended a course on supporting children with autism which led to effective use of visual resources to help children. A comprehensive tracking system is in place, which enables staff to offer support to children operating below expected levels of development.

Children are supported well in their care and learning. This is because staff have good links with others involved in children's lives. They work well with the onsite children's centre to which they direct parents to a range of courses. Staff have good links with local school teachers to support children who move to school. They work in good partnership with parents by keeping them informed of their children's progress and enabling them to be involved in children's learning. Staff work effectively with community health professionals to support children with special educational needs and/or disabilities.

Management reflects regularly on the strengths and weaknesses of the nursery. It invites views from staff, parents and children on ways that they can improve the provision. They discuss and record ideas, which leads to clear key priorities for improvement. For instance, the nursery plans to introduce an interactive whiteboard to enhance children's experience with technology. The nursery operates well and has good ability to continue to provide good outcomes for children.

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	EY403078
Local authority	Southwark
Inspection number	724622
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	16
Number of children on roll	22
Name of provider	Rye Oak School Governing Body
Date of previous inspection	not applicable
Telephone number	02076 393914

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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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