



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY283916

DfES Number:

INSPECTION DETAILS

Inspection Date 09/03/2004
Inspector Name Alison Joan Wadley

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Peckham Rye Day Nursery
Setting Address 24 Waveney Avenue
Peckham Rye
London
SE15 3UE

REGISTERED PROVIDER DETAILS

Name Asquith Court Nurseries Limited 3077271

ORGANISATION DETAILS

Name Asquith Court Nurseries Limited
Address Orbital House
Park View Road
Berkhamsted
Hertfordshire
HP4 3EY

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Peckham Rye Day Nursery is owned and managed by Asquith Court Schools Limited. The nursery is located in a residential area and is accommodated in a two-storey purpose built building with access to an outdoor play area. The nursery is open all year round, Monday to Friday from 8am to 6pm. The nursery has a team of 17 staff including agency workers and the nursery manager and deputy. Eight of the staff currently have qualifications in Early Years. The nursery provides places for 3 and 4 year old children who are in receipt of Nursery Education Grant and there are currently 30 on role. Of these, 27 are three year olds and 3 are four year olds. The nursery provides care for those children who may be identified with special educational needs.

How good is the Day Care?

Peckham Rye Nursery provides satisfactory care overall for children aged 0-5 years.

The nursery is generally well organised and there are clear policy documents supporting the nurseries aims. Some areas of the nursery include a well established staff team who provide a supportive environment, for example for babies and those at the foundation stage of learning. However, previous staff who have left have not been replaced by suitably qualified or experienced staff. Changes to staff and an inadequate induction procedure do not always ensure that staff are familiar with the children and nursery practices. There are inconsistencies in the toddler room which is not catering for children's stages of development and the need for small groupings. At the time of the inspection the number of two year olds exceeded the number on the registration certificate.

Overall staff provide a broad range of well presented activities and the children demonstrate increasing independence and confidence with their peer group. Staff particularly encourage children's drawing skills. In the toddler room, however, there are limited opportunities for children to get to know staff, and activities, whilst varied, do not receive adequate adult support. Staff do not always observe children's abilities and interests and use this to encourage their good behaviour management

and equal participation in activities.

The premises is well maintained and the nursery well resourced in most areas but there are limited age appropriate books in some areas. The nursery gives priority to health and safety procedures and the building and garden is secure. Staff encourage children's hygiene and self care and have appropriate first aid qualifications. The partnership with parents and carers is generally good and parents generally well informed of procedures and activities at the nursery. This is less so in the absence of keyworking.

What has improved since the last inspection?

Improvements since the last inspection are satisfactory overall. The nursery has increased resources and children are now able to access toys which are presented at their level. The premises is warm and children are encouraged to become more independent using sufficient utensils at lunch time, for example. Baby chairs now include suitable harness straps and there is an increase in sensory activities for this age group. Risk assessments now allow for staff to check areas for potential hazards and kitchen staff now follow effective procedures for food handling including training for food hygiene. Managers now keep records of staff checks on the premises. Deployment of suitably qualified staff continues to be an area of weakness and as a result key working in some areas is not sufficient. Planning continues to be at a developmental stage and is not always informed through regular assessment of the children's abilities and interests. There continues to be inconsistencies in some staff's knowledge of the foundation stage of learning.

What is being done well?

- There are clear policy documents supporting the nurseries aims and objectives.
- A well established staff team provide a supportive environment for babies and children in the pre-school room.
- Staff in most areas provide a good range of activities appropriate to children's age and stage of development.
- Priority is given to health and safety at the nursery and the premises is secure and well maintained.

What needs to be improved?

- Age appropriate groupings and clear adult support particularly for the toddler age group.
- Staff's use of observation and positive behaviour management strategies.
- Consistency in the staff team with regards to qualifications, experience, and stable contact with the children.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person must take the following actions by the date shown**

Std	Action	Date
2	develop an action plan that brings intake with regard to children's ages into line with requirements on the certificate.	30/04/2004

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
1	ensure that there are effective procedures in place for checking that staff are suitably qualified and/or experienced to work with children.
3	devise a system for planning and implementing a suitable range of activities for children, which is appropriate for their stage of development and based on their individual needs.
5	provide a suitable range of books in the two to threes room.
11	develop staff's awareness and understanding of effective ways to manage children's behaviour, taking into account their age and stage of development.
12	provide opportunities for parents to receive regular information on their children's progress.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The children at Peckham Rye Day Nursery are making generally good progress in the foundation stage.

The leadership and management of the setting is generally good and managers show commitment to improving the service for funded education. Staff generally work well as a team and most have received adequate training. The settings procedures for monitoring and evaluating the provision for nursery education is in place but some staff who have not received adequate training are less confident at implementing the curriculum.

The quality of teaching, at best allows children to choose and develop independence skills and most staff support them well with appropriate questions and answers. Other staff do not know the children well and ability to use resources to support learning, for example in mathematics and to question children is limited. This prevents some staff from building on what the children know and can do and in missed opportunities particularly for the younger three year olds. There are limited books available for the younger three year olds. The older three year olds and four year olds are generally well supported. They are encouraged to talk about and draw pictures to illustrate their experiences and this helps to generate their confidence and skills in pre writing skills, for example.

Behaviour is generally well managed and staff consistent in their expectations. Children are praised for their achievements and generally respond well but some staff do not use extended explanations to explain why things are right or wrong. Written planning covers the six areas of learning. It has a positive impact on children's learning overall but is not always informed through regular assessments of the children's ability and interest.

Staff generally work well with parents and carers where key working has been established and include them in children's learning where possible. Information is regularly exchanged regarding children's progress.

What is being done well?

- Staff working with the older children develop supportive relationships and encourage the children's increasing independence in personal, social and emotional development.
- Teaching at its best allows children to explore their environment and choose from a range of stimulating resources and activities.
- Effective support is given to children's drawing and pre- writing skills in preparation for the early learning goals in communication, language and literacy.

What needs to be improved?

- Consistency in the staff team's knowledge of the foundation stage including appropriate questioning skills.
- More challenge for children based on assessments of their abilities.
- Access to a range of age appropriate books and linked resources for the younger 3 year olds.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in personal, social and emotional development is generally good. They work well independently and show increasing confidence and regard for others. Most of the children behave well responding well to praise particularly in the older age room but at times the younger three year olds become disruptive and less sure of staff's expectations. The children work well in groups and are learning to take turns with resources and staff's time. They show increasing personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication, language and literacy is generally good. Children communicate well and are increasingly confident at singing and circle times. They generally use books well but this is limited for the younger children. They produce informed drawings and help staff to label displays. The older children are learning about letters and make good use of books to support learning. Younger children use less age appropriate books to support their understanding.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematics is generally good. They are learning to count and understand numbers through a range of practical experiences. They have opportunities to weigh, count and match often incorporated well into play situations. The 4 year olds show growing confidence in identifying numbers and most children show confidence in rhyme and sequencing. Opportunities to problem solve are sometimes missed by the younger children where learning lacks supportive questioning from staff.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. They are encouraged to talk about their experiences and family life and photographs and displays form a good resource. In most instances the children participate in stimulating topic work, for example to identify body parts or talk about different cultures but there are limited objects available for children to explore and investigate. Children make good use of technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good and the children involved in interesting linked activities for example, where they name body parts and bones. They show an increasing ability to manipulate and control objects and tools and have generally good opportunities to use large physical movements whilst outside. Some potential is lost, however, due to limited planning when the children are outside.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children's progress in creative development is generally good. They demonstrate confidence in expressing their ideas through paint and creative art and craft work. Children join in with songs with enthusiasm and respond well to a generally good range of sensory materials, tapes and with musical instruments. For the most part role play is well used by the children to recreate imaginative scenarios and express their ideas and feelings.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Provide more training in the foundation stage to ensure staff consistency of teaching the three and four year old children.
- Develop and implement a planning system which is informed by information about individual children through observations and information from parents.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.