

Inspection of Fountain Children Centre

19 Bird in Bush Road, London SE15 6RW

Inspection date: 24 July 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children happily arrive at the nursery keen to start their day. They confidently separate from their parents demonstrating they feel safe and secure in the environment. Caring and nurturing staff know the children and their families well. They build close bonds and attachments with their key children and subsequently, children feel emotionally safe and are eager to learn. Children are happy, confident and settled.

The curriculum is designed to support children's interests through different themes and builds on what they know and can do. Staff follow plans that clearly identify the knowledge children will learn and in what order. Staff focus on what they know about children to create a variety of activities and experiences, both inside and outside. Children, including those with special educational needs and/or disabilities (SEND), make good progress. Children use play dough to build their small hand muscles to develop their early writing skills.

Children behave well. They treat each other kindly, imitating the good relationships between staff that they see around them in nursery. For instance, older children eagerly offer help to those younger as they navigate building a castle in the construction area. They make friends and share and play together well.

What does the early years setting do well and what does it need to do better?

- The manager and staff implement a well-sequenced curriculum. However, this could be strengthened so that staff consistently identify opportunities in children's play. For instance, staff do not consistently challenge children's learning to build on what they know and can already do so they are consistently provided with high levels of challenge throughout the day.
- Children are becoming confident communicators and readily chat with visitors. Staff use clear speech and repeat simple words and phrases to secure children's understanding. Children enjoy hearing familiar stories read by staff during circle time. However, staff do not always organise these group activities to motivate all children to engage and further their learning.
- Children with SEND have good support from staff. They have individualised learning plans which help to close gaps in children's learning. Staff build strong links with external professionals involved in children's care. This supports high levels of continuity for children's care and learning.
- Staff are kind and considerate to all ages of children. They are close at hand to offer cuddles of reassurance and support. Children cuddle up to staff and, when ready, happily go off to explore and play. This supports children's self-esteem and confidence well.
- Staff support children to develop their mathematics skills. Children confidently

count how many pieces of fruit to have at snack time and recognise numerals displayed in the garden. Staff introduce sizes as they play at the mud kitchen. Children are keen to use mathematical language they have learned as they play. For example, they compare who is 'taller, smaller' during their play.

- Children develop good health through regular physical exercise and learn about healthy food choices. For example, children access the garden area at the nursery where they run, jump and climb. Children take part in baking sessions where they learn about how to prepare a range of food. This has a positive impact on both their physical and emotional health.
- Parents speak highly of the care their children receive. They comment that staff are friendly and their children are excited to attend nursery. However, staff do not consistently offer suggestions on how parents can help children's learning at home. Feedback from parents is not always gathered to ensure a better understanding of the improvements needed to strengthen parent partnerships even further.
- The manager is keen and dedicated to her role. She uses her wealth of experience to lead her staff team well. The nursery has staff who are developing their own knowledge and skills through their ongoing continual professional development to enhance their practice. The manager provides effective coaching, supervision and support. Staff say that they enjoy their roles and feel valued and supported.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to strengthen their teaching strategies to consistently challenge and extend children's learning
- strengthen interactions with children during group activities to help all children to remain more focused and engaged in their learning
- continue to improve the existing good systems for communication, to further enhance effective information sharing with all parents.

Setting details

Unique reference number	EY272868
Local authority	Southwark
Inspection number	10351684
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	42
Number of children on roll	13
Name of registered person	The Fountain Children Centre
Registered person unique reference number	RP905975
Telephone number	0207 639 2233
Date of previous inspection	5 October 2018

Information about this early years setting

Fountain Children Centre registered in 2004 and is managed by a committee. The setting employs six members of childcare staff. All hold appropriate early years qualifications. The setting opens from 7.30am until 6.00pm, Monday to Friday, all year round. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Murphy

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about the nursery's curriculum and what the she wants its children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with parents and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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