



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119607

DfES Number: 531735

INSPECTION DETAILS

Inspection Date	15/03/2004
Inspector Name	Maureen Mullins

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Precious Kids Day Nursery
Setting Address	Bethnal Green Training Centre Deal Street London E1 5HZ

REGISTERED PROVIDER DETAILS

Name	Precious Kids Day Nursery Ltd 03371878
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ORGANISATION DETAILS

Name	Precious Kids Day Nursery Ltd
Address	Bethnal Green Training Centre Deal Street London E1 5HZ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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

Precious Kids Day Nursery is a private nursery operating from the ground floor of Bethnal Green Training Centre in the inner city London Borough of Tower Hamlets. The families who use the nursery live locally and reflect the ethnic and cultural diversity of the area. The children use two large rooms with direct access to a sheltered outdoor play area.

There are currently on roll 14 children from 1 to 5 years. This includes three funded 3-year-olds and one funded 4-year-old. None of the children have been identified as having special educational needs. Some children speak English as an additional language.

The children are cared for by five members of staff, most of whom are suitably qualified. The staff receive support from the local Early Years Department.

The setting is open from 08.00 to 18.00, Monday to Friday, all the year round.

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

How effective is the nursery education?

The provision for nursery education at Precious Kids Day Nursery is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. Children are making generally good progress in some areas of learning.

Overall, teaching has significant weaknesses. There are some strengths, for example, staff assess children's progress appropriately, with each assessment leading to individual learning goals for the child. Children's behaviour is managed effectively; staff are kind, but firm. Children for whom English is an additional language are suitably helped. However, staff's understanding of some areas of the programmes for mathematics, knowledge and understanding of the world and creative development is weak. Planning is inadequate to ensure that all areas of the curriculum are covered and that children, especially the older ones, are challenged by the activities. Staff have started to develop medium term planning, but at the time of the inspection, it had yet to be put into operation.

Leadership and management have significant weaknesses. Management and staff are committed to the care of all the children and are beginning to address improving the educational provision. They are assessing areas of the provision and taking up opportunities for relevant training. However, there are weaknesses in understanding parts of the foundation stage curriculum. There is weakness in providing the detailed planning necessary to underpin effective educational provision in a largely unstructured nursery day. There are consequently weaknesses in monitoring the provision.

The partnership with parents and carers is very good. Parents are given useful information about the setting and provision, and good information about their child's attainment and progress, based on effective assessment. Parents and carers are encouraged to be involved in their children's learning.

What is being done well?

- Staff foster children's self confidence and sense of community well, especially their sense of their own culture.
- Staff develop children's speaking and early reading and writing skills effectively.
- Staff have begun to operate an effective system for assessing children's attainment and progress.
- The staff, who between them speak a variety of languages, offer effective help to children for whom English is an additional language.

What needs to be improved?
<ul style="list-style-type: none">● staff knowledge and understanding of the early learning goals, especially in the areas of mathematics, knowledge and understanding of the world and creative development● planning of activities and the use of resources to ensure children are appropriately challenged● development of children's ability to listen carefully, to concentrate and to persevere.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children develop well in confidence and self-esteem. They learn to play well together, sharing and taking turns. Staff help children to develop understanding of their own cultures and those of others, through celebrating a range of festivals. Children's behaviour is good. However they have limited opportunities to learn to concentrate and to persevere. There are some missed opportunities to foster children's independence, for example, at refreshment times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children learn to use speech to relate to adults and each other, especially with staff at meal times and each other during role play. They learn to appreciate books, both with staff in the book corner and during visits to the library. They begin to recognise letters, starting with those of their own names. Their mark-making skills are developing well. They have less time to develop listening skills through listening to explanations, instructions or frequent group story sessions.

MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children develop mathematical language and describe shape, position and size, for example, through art work on shapes, and sand and water play. Although there are suitable resources, staff do not always ensure that children are challenged to use them to develop skills in matching, sorting, counting and pattern-making. Children have insufficient opportunities to learn to count through daily routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children learn to use a computer. They learn about different cultures through celebrating festivals, for example, Chinese New Year. However, children have insufficient experience of exploring and investigating. They do not have a carefully planned programme to extend their understanding of features of their life and where they live. Designing and making activities lack challenge, especially for the older children.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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The younger children make suitable use of an appropriate range of outdoor equipment to develop their physical skills. However, some pieces of equipment are too small to challenge the more mature children. Children develop good manipulative skills using a suitable range of small construction toys and writing tools. Staff develop children's hand and eye coordination well. Group movement activities do not sufficiently challenge children to develop imaginative and controlled movement.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children know a range of nursery songs and use percussion to investigate rhythm, pitch and volume. Much of children's art work, however, lacks challenge. Craft work, for example collage, can be adult directed with children having little idea at what they are aiming at. Children do not have enough planned help to respond to all their senses, nor to develop imaginative play in imaginatively set-up role play situations.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Improve staff knowledge and understanding of the early learning goals, especially in the areas of mathematics, knowledge and understanding of the world and creative development.
- Develop planning of activities and the use of resources to ensure children are appropriately challenged.
- Use suitable activities to develop children's ability to listen carefully, to concentrate and to persevere.

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.