



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 123151

DfES Number: 500495

INSPECTION DETAILS

Inspection Date	14/10/2003
Inspector Name	Janet Marie Thouless

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Noddy's Nursery (Gwendolen Ave)
Setting Address	2 Gwendolen Avenue Putney London SW15 6EH

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	Sarah & William Edwards
Address	369 Wimbledon Park Road London SW19 6PE

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

Noddy's Day Nursery is a full day care provision in Putney. It is open Monday to Friday from 8.00am to 6.30pm, fifty one weeks of the year. The nursery is one of two registered nurseries located in Wandsworth.

Registration is for 66 children aged three months to five years. 21 children are currently receiving nursery education funding. No children attending have special needs or English as an additional language.

There are twenty three staff including the manager and deputy. Twenty two staff are full time and one member of staff is part time.

The nursery operates from within a house in a residential area. Accommodation includes five group rooms, a large lower ground floor studio, staff room, garden, and kitchen.

Learning opportunities for children are through a combined approach of Montessori methods and play activities.

The nursery has support from Wandsworths Early Years Development and Childcare Partnerships.

How good is the Day Care?

Noddy's Nursery School provides good care for children.

The premises are made very welcoming by staff and are well maintained. All policies and procedures are well written and reviewed on a regular basis.

Staff promote good hygiene practice within the children's daily routines. Children are encouraged to be independent and care for their own personal needs. Effective systems are in place in relation to health and safety procedures. Clear policies and procedures are in place for the administration of medication and the recording of

accidents.

Children have access to a variety of good quality toys and play materials. Play materials are well organised and the majority are easily accessible to the children. Staff encourage children to be confident and fully support their play through the Montessori philosophy and approach. Staff were observed offering children lots of positive praise and encouragement and extended children's learning at every opportunity. Curriculum plans indicate what children will be learning and the "what next stage" of development. Clear boundaries are set with regards to children's behaviour. However it is recommended that curriculum planning be extended to include a range of appropriate learning opportunities for young children. Staff also need to be aware of children's individual needs with regards to the participation of activities. The nursery must also continue to obtain play materials that reflect culture, gender and disability.

The nursery has effective systems in place for staff to work in partnership with parents. This is very much due to their well organised routines and clear documentation. Children's individual needs are discussed on a regular basis and parents receive reports on their children's progress. Children with special educational needs are fully integrated into the nursery provision.

Parental questionnaires indicate that parents are happy with the standard of care provided.

What has improved since the last inspection?

Six actions were made at the last inspection, which have / are being met by the provider. They are as follows:

Extend the range of toys and activities for children three mths to three years and provide first hand experiences which allow children to build on their natural curiosity as learners. This is ongoing.

Ensure that children have an appropriate range of activities and resources that promote equality of opportunity. This is ongoing.

Review the Equal opportunities policy and complaints procedure. This has been completed.

Ensure hazards to children when passing the kitchen are minimised. A gate has been fitted.

What is being done well?

- The majority of staff hold relevant childcare qualifications.
- Staff work hard to ensure the premises are welcoming.
- Staff are very supportive of children's learning.
- Staff have a good understanding of health and safety issues.

- Staff promote good hygiene practice through children's everyday routines.
- Children with special needs are fully integrated into the nursery provision.
- Clear boundaries are set with regards to behaviour management and encourage good behaviour.
- Policies and procedures are well written and updated on a regular basis.

What needs to be improved?

- The Curriculum planning for the younger children.
- Staff awareness of children's individual needs with regards to the participation of activities.
- The childrens accessibility to play materials that reflect culture, gender and disability.

Outcome of the inspection

Good

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.

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

How effective is the nursery education?

Noddy's Nursery School (Gwendolen Avenue) offers good quality education. It enables children to make generally good progress towards four of the early learning goals, very good progress in physical development, although children's progress in knowledge and understanding of the world has some weaknesses.

Teaching is generally good, with staff encouraging children in their independence and making resources available at children's height. Children are encouraged to extend their vocabulary and behave well, responding to the staff's expectations of them. Staff have good relationships with children and create an environment where children feel confident and cared for. Effective action is taken in relation to children with special educational needs. However, staff are inconsistent in their assessments and observations of children's progress, and are therefore, unable to plan effectively for children's next stage of learning. Staff also appear unclear in their understanding of the foundation curriculum, which affects their ability to plan a varied and stimulating range of activities.

Leadership and management are generally good, with staff working well together to create a positive learning experience for children. Managers have clearly identified roles, and there are effective systems in place for staff appraisals. However, there has been insufficient progress made by the nursery in relation to extending staff and management's awareness of the foundation curriculum, through appropriate training, which in turn affects the planning and evaluations which are carried out.

Partnership with parents is generally good. Parents are provided with detailed information about the nursery, and can look through their child's workbooks at any time. They are regularly updated about their child's progress and are provided with daily information about the activities undertaken by children. They are provided with insufficient information about the foundation curriculum.

What is being done well?

- Staff have developed positive relationships with children and encourage them to behave well. They are good role models for children, and encourage children to share their ideas, and move around the room with confidence. They encourage children to extend their vocabulary and to problem solve.
- Children are confident at managing their own personal independence. They are able to work well with their peer group, in small and large groups. They show care and helpfulness towards one another. They have developed strong friendships and are confident in their play.
- Staff work well together and have created an environment which is warm and welcoming. They take appropriate action to offer additional help and support to those children who may need it.

- Parents indicate they are happy with the nursery and feel their children are progressing well. They are provided with information about their children and the nursery.

What needs to be improved?

- the opportunities for staff to undertake training in all areas of the foundation curriculum, so as to improve their awareness and enable them to plan and evaluate more effectively
- the revision of children's assessments, to ensure that staff give each area of learning equal weight, and take appropriate steps to plan for each child's individual next stage of learning
- the opportunities for children to develop a greater awareness of their local community and to experience a range of integral activities and resources which will encourage their awareness of the cultures and beliefs of other people
- the opportunities for children to extend their mathematical development and writing within a range of everyday activities, and to have greater opportunities to explore colour, shape, texture, everyday technology and programmable toys, to support their learning

What has improved since the last inspection?

At the last inspection the three key issues were:

1. Develop staff's awareness of the six areas of learning and use this to effectively plan and assess children's progress.

Although staff have undertaken internal training, there has been insufficient progress made in this area, and this remains a key issue at this inspection.

2. Develop opportunities for staff to involve parents in planning for children's learning.

Staff now include the areas of learning under each day's displayed activities, which parents access. They provide regular newsletters to parents informing them of regular events and discuss children's progress during annual parents evenings. The proprietor has agreed to provide information for parents about the foundation curriculum.

3. Review staff deployment to ensure staff have time to teach and support children effectively.

Staff shift patterns have been altered and two additional part time staff are employed to ensure children receive sufficient adult support.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are able to sit quietly and listen well during activities and story times. They move confidently around the room and are able to initiate ideas and make suggestions. Children work well as part of a team and in small and large groups. They are well behaved, take turns, share toys and are kind and helpful to another. Children have good self care, taking themselves to the toilet and finding their own coats, but were given less opportunities to show their independence during meal times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
------------	----------------

Children are confident speakers, are able to state clearly what they want, and discuss what they are doing. They listen with concentration and make suggestions as to what might happen next during story time. They can speak about their real and imagined experiences and feelings during a drama session. Children are beginning to link sounds to letters, and are developing pencil control and an ability to write and form letters. However, they do not attempt writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are able to say and use numbers from 1 to 5, with some children counting reliably up to 10. They have a good awareness of shapes and symmetry through activities and use of Montessori materials. Children are developing problem solving during everyday activities, and are able to compare shapes, sizes and objects. They are using early mathematical language to describe size and quantity. However, they are given insufficient opportunities to develop their mathematical thinking each day.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
------------	------------------------

Children are able to appreciate the seasons and discuss the changing weather during autumn. They are able to build and construct using a range of construction materials, which they select and assemble with growing confidence. Plans indicate they will look at life cycles and plant bulbs. Although some festivals are celebrated, children are not developing an awareness of the cultures and beliefs of other people or of their local community. They do not have sufficient access to programmable toys.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children move with confidence and are able to climb rope ladders and structures, crawl through tunnels, balance on beams and springboards. They are challenged and extending in their physical play and have developed very good skills in balancing, co-ordination and awareness of space. They access physical activities everyday and are able to move with imagination during dance, drama, music and movement. They have developed fine motor skills and can pour, transfer and thread a range of objects.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children show their imagination, express their feelings and communicate their ideas during drama, outside play and when using some role play equipment. They have weekly music sessions where they learn to tap with rhythm and use the instruments loudly and quietly. They sing a range of songs and nursery rhymes, and use craft materials to make pictures and patterns. There are given insufficient opportunities and equipment to fully explore colour, texture and form, and to create 3D images.

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

- ensure staff undertake training in all areas of the foundation curriculum, so as to improve their awareness and enable them to plan and evaluate more effectively
- raise staff's awareness of the importance of undertaking assessments of children's learning, to ensure that staff give each area of learning equal weight, and take appropriate steps to plan for each individual child's next stage of learning
- provide regular opportunities for children to develop a greater awareness of their local community and to experience a range of activities and resources which will encourage their awareness of the cultures and beliefs of other people, as an integral part of everyday play
- provide greater opportunities for children to extend their mathematical development and writing within a range of everyday activities, and to have greater opportunities to explore colour, shape, texture, everyday technology and programmable toys, to support their learning

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.