



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 107477

DfES Number: 582741

### INSPECTION DETAILS

Inspection Date 18/02/2004  
Inspector Name Madeline Watson

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Gumboots Community Nursery  
Setting Address 171-173 Crystal Palace Road  
London  
SE22 9EP

### REGISTERED PROVIDER DETAILS

Name The Committee of Gumboots Community Nursery 03610881

### ORGANISATION DETAILS

Name Gumboots Community Nursery  
Address 171-173 Crystal Palace Road  
London  
SE22 9EP

## 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

Gumboots Community Nursery is managed by a committee of local people and parents. It has been in its present premises, a purpose-built building in a residential area of south east London, since 1986. The children have the use of three large rooms and a large attractive outdoor space, which includes fixed equipment for physical play, a gardening patch and a chicken run.

Gumboots is open from 8.00 until 17.45 hours on each weekday, over 50 weeks of the year, for children aged 18 months to 5 years old. It provides mainly for the children of working parents who live nearby. The children and families reflect the cultural diversity of the area.

Thirty children are on the roll and group size is limited to 30 each day. There are two 4-year-olds and six 3-year-olds receiving funding. Some children are bilingual, but none are learning to speak English as an additional language. The setting supports children who have special educational needs.

Eleven staff provide care and education for the children, and the nursery benefits from input by the early years advisory teacher. Since the last nursery education inspection in 1999, there has been a change of manager.

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

### How effective is the nursery education?

This very good nursery provides an effective learning environment for the children. Children are making very good progress towards the early learning goals in all six areas of learning as a result of the high quality teaching. Leadership and management and the partnership with parents and carers make a significant, positive impact on the quality of the provision.

The quality of teaching is very good. Staff plan a rich variety of activities, both indoors and outdoors, and take great care to ensure these are appealing and challenging. Resources are of very good quality and well organised to enhance the children's independence. Staff engage the children in meaningful conversation and use questions to help them think things through and extend their ideas. Small group activities are presented in an enthusiastic, lively

manner.

The systems for planning activities and assessing children's progress are appropriate and generally useful. Staff know the children well. They use the record keeping systems to ensure that activities are appropriately challenging and that plans lead on to the

next steps for the children's learning.

The leadership and management of the nursery are very good. The management committee have been effective in supporting the learning opportunities, resourcing the nursery and making a special feature of the outdoor provision. The acting manager leads a committed staff team. Staff meetings and training opportunities are used well to plan and monitor the learning activities, for example in finding out about the learning styles of boys and jointly reviewing the foundation stage.

The partnership with parents and carers is very good. Parents find out about the nursery activities through notice boards and displays. They speak informally to staff each day and share information about their children's development. There are six-monthly parents' evenings for formal discussions about children's progress in the foundation stage.

### What is being done well?

- Staff interact with children in a highly positive and interested manner, which enhances the children's self esteem and motivates them to be interested and focused in their learning activities.
- Staff take great care to plan and set up appropriate, worthwhile and enjoyable learning activities for the children.

- Children's communication skills are very well developed. They demonstrate their wide vocabulary when engaging in meaningful conversations with the adults and the other children.
- The excellent music sessions, with the specialist music teacher, offer children rich opportunities to practice all their skills and also to enhance their creative self-expression and understanding of music.
- Children gain very special and valuable first hand experiences of the natural world through activities such as gardening, and chicken keeping in the nursery's outdoor area.

#### **What needs to be improved?**

- the curriculum plans, to indicate more clearly what children are intended to learn from the activities.

#### **What has improved since the last inspection?**

Very good progress has been made in addressing the three key issues arising from the previous nursery education inspection. Parents and carers are supplied with relevant documentation and useful information. Assessments of children's learning and progress have been enhanced by the inclusion of appropriately-structured formal observations. The special educational needs co-ordinator (SENCO) has had appropriate training and provides good support throughout the nursery.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and enthusiastic in their learning activities and demonstrate good self-esteem. Throughout each day, they engage in meaningful discussions with other children and adults. All the children behave well; they share, take turns and play co-operatively. The children show independence in choosing activities, tidying-up, taking themselves to the toilet, and putting-on, taking-off and hanging-up their coats.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are articulate and enrich their vocabulary through activities with the music teacher, conversations with all other staff and listening to stories. Children develop good listening skills as they play board games. They write confidently during role play scenarios, such as the 'shop' and the 'construction shop'.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to learn about and apply mathematical ideas and language. They use shapes in art work, compare size and height when building with modular construction sets, compare and sort in board games, and count out simple rhythms when listening to music. Children can also confidently sing number songs, count up to ten and identify numerals in displays and other resources in the nursery.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children make excellent use of the outdoors, gardening activities and walks in the park to gain first-hand knowledge of aspects of the natural world. They have good access to technology such as a tape recorder and a computer. Participation in activities and celebrations linked to Diwali, Christmas, Chinese New Year and carnival help children develop appreciation of, and respect for, a range of cultures and beliefs.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy opportunities outdoors to climb, practice balancing and play football. Indoors, dancing, movement and acting help with balance and strength. Children learn to safely use tools for cutting, eating lunch, building things, and gardening. This enhances a growing ability to control their bodies and a range of everyday objects. Topics such as 'feet', 'food', and 'the senses' support learning about good health.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children particularly enjoy music sessions, which offer them rich opportunities to learn about rhythm, sounds, music styles, songs and related forms of self expression. Children explore a wide range of painting and collage materials and make objects such as hand puppets and sculptures. Spontaneous responses in activities such as food tasting, dancing and looking at autumn leaves add to their experiences of creative expression.

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

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report but consideration should be given to improving the following:
- improve the wording of the curriculum plans to clarify what children are intended to learn from the activities.

*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.*