



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131721

DfES Number: 520730

INSPECTION DETAILS

Inspection Date 07/03/2005
Inspector Name Jean Prince

SETTING DETAILS

Day Care Type Full Day Care
Setting Name New River Green EYC
Setting Address Marquess Road North
Islington
London
N1 2PY

REGISTERED PROVIDER DETAILS

Name London Borough of Islington

ORGANISATION DETAILS

Name London Borough of Islington
Address Laycock Street
London
N1 1TH

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

New River Green Early Years Centre for children aged between 6 months and 5 years opened in 1991.

It operates from a purpose built single storey building in the N1 area of the London Borough of Islington and mostly serves families living in the local area. Children have access to a range of open plan facilities, a baby room and two outdoor play areas.

The nursery operates 48 weeks a year from 07:45 to 17:45. Children attend a variety of sessions.

There are currently 78 children on roll. This includes 28 children aged 3 and 18 aged 4 who receive a Nursery Education Grant. The setting currently supports children with English as an additional language and children with special needs.

Sixteen staff work with the children. Fourteen staff, including the manager hold appropriate early years qualifications.

2 members of staff hold valid First Aid certificates.

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

How effective is the nursery education?

New River Green early Years Centre provides very good-quality nursery educational which enables children to make very good progress towards the early learning goals. Staff plan activities that are well-matched to children's developmental stages and this effectively helps all children to learn in all six areas of learning.

The quality of teaching is very good. Staff are knowledgeable about how children learn and base their planning on their careful observations of children's learning. Teaching strategies are inclusive and effectively support children who are learning English as an additional language or who have special educational needs. The environment is very well organised which helps children to become independent and confident learners.

Most staff use praise effectively, which has a positive effect on children's behaviour. However not all staff implement the agreed behaviour expectations consistently which results in some children not fully understanding and respecting the boundaries. The positive images of diverse cultures reflected in resources and displays provides a secure environment where children can develop their self-confidence.

Children's profiles are detailed and show how staff use information and relate it to individual progress. Although record keeping systems are detailed, staff have identified that ways monitoring of individual progress are not sufficiently effective.

The head of centre provides very good leadership and management. Policies provide a clear understanding of how the setting will meet the aims through the quality of the provision. Effective monitoring and evaluation systems are in place. Opportunities for staff development through appraisal are good and this has a positive impact on the quality of provision.

The partnership with parents and carers is very good. They are provided with high quality information about the centre and its aims and have many opportunities to find out about their children's progress.

What is being done well?

- Staff make excellent use of observations and evaluations and plan specific activities that will support the next stages of learning.
- Children who are at an early stage of learning English and those who have special educational needs make good progress.
- Staff create a well-organised and accessible environment which helps children to become confident learners.

- Opportunities for staff development through appraisal are good and this has a positive impact on the quality of provision.

What needs to be improved?

- the understanding of some staff of how to consistently implement the detailed behaviour management policy, to ensure that the children have consistent boundaries to their behaviour.
- the systems to monitor assessment strategies in order to make the record keeping systems a) more effective in monitoring children's progress towards the early learning goals and b) more useful when planning next steps in learning.

What has improved since the last inspection?

The information available for parents and carers about the Foundation Stage curriculum.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are learning to make good relationships with adults and each other. They are developing a strong sense of self-confidence and high self-esteem and show good attitudes towards their learning. Although most staff manage some very challenging behaviour effectively, not all staff consistently implement the agreed strategies for managing behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have easy access to high quality books which are skilfully used by staff to support activities organised for each area of learning. They learn through reading staff made books which record nursery events. Children have many real opportunities to write as they play in the varied role play areas. Staff encourage children to talk as they play, which is especially effective in helping children who are learning English as an additional language to develop their vocabulary and confidence.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning about numbers and mathematical language in the context of their daily activities and routines. They learn through suitable activities that are well-matched to their stage of learning. There is a good mix of adult supported and independent exploration.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many rich opportunities to explore and investigate as they respond to the activities and experiences planned for them. They learn about their own cultures and beliefs as they take part in community festivals and events. Group and large construction play is well-supported by adults and by excellent resources. Children share information about their families as they socialise during lunch and snack times.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing good control over small hand held tools such as scissors, pencils pens and brushes. They learn through many practical experiences about the effect on their bodies when they engage in energetic movements. Children learn to move safely as they explore the outside environment, but some do not always move around the inside environment carefully.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have many interesting and exciting opportunities to use their imagination as they take part in the planned activities. They are learning to recognise and explore how sounds can be changed as they experiment with the musical instruments, and sing traditional songs from memory. They benefit from first hand experiences when they visit art galleries.

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:

- Points for consideration
- strengthen the understanding of some staff of how to consistently implement the detailed behaviour management policy, to ensure that the children have consistent boundaries to their behaviour.
- trial the new systems to monitor assessment strategies in order to make the record keeping systems a) more effective in monitoring children's progress towards the early learning goals and b) more useful when planning next steps in 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.