



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 100570

DfES Number: 520720

### INSPECTION DETAILS

Inspection Date 27/05/2004  
Inspector Name Patricia Chapman

### SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care  
Setting Name Hampden Nursery Centre  
Setting Address 80 Polygon Road  
London  
NW1 1HQ

### REGISTERED PROVIDER DETAILS

Name Camden Council

### ORGANISATION DETAILS

Name Camden Council  
Address Camden Local Education Authority  
Crowndale Centre  
218-220 Eversholt St  
London  
NW1 1BD

## 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

Hampden Nursery is part of Camden Local Authority Early Years Sector Education Dept.

It is situated in the Somers Town area and serves the community of South

Camden. The nursery is situated on two floors; the ground and lower ground floor. The ground floor has two group rooms for children aged 0 to 3 years. The lower ground floor houses two nursery classes for children aged 3 to 5 years. All rooms have access to outside play area which is equipped with large fixed play equipment with safety surfaces and plant growing areas.

There are currently 63 children on role. This includes 30 funded 3 year olds and 11 funded 4 year olds. The setting supports a number of children with special needs and who speak English as an additional language.

Children attend a variety of sessions between 08:00hrs to 18:00hrs. This includes 2 x full day nursery groups, 2 x core term-time nursery classes operating from 09:30 to 15:30 hrs, a holiday play scheme and wrap-around service before and after school for nursery class children, which is also accessed by children from neighbouring schools; Edith Neville, St. Mary's and St. Aloysius.

The nursery opens five days a week for 48 weeks a year. Twenty-two members of staff work directly with the children. Over half the staff have early years teaching and child care qualifications and the rest of the staff are working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and childcare partnership (EYDCP).

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

### How effective is the nursery education?

The education programme offered at Hampden Nursery Centre is very good and children are making very good progress in the six areas of learning. A broad range of stimulating activities are provided in both the inside and outdoor environments.

The quality of teaching is very good. Staff have a good overview of the foundation stage and detailed knowledge of the learning areas which is reflected in planning. Activities offer good opportunities for children to explore their own ideas, and consolidate newly learnt skills and concepts. Adults give plenty of attention and support to children, track their progress well and formally plan their next steps in development. A wide range of teaching techniques are used to successfully extend the children's language and thinking. Good relationships based on respect help foster good behaviour, a caring environment and motivation to participate and learn.

Very good leadership and management and clear communication systems enable the team to work well together. Adults are fully committed to providing good quality care and education. The strong commitment to professional development ensures regular access to training to promote good teaching. The provision continues to improve by evaluating the effectiveness of the education programme and implementing change when necessary.

Partnership with parents is very good. Parents are well informed about the setting and curriculum. There is ongoing communication between staff and parents that leads to a positive learning experience for children. Parents speak very highly about the setting and the progress their children are making.

### What is being done well?

- The leadership, management and effective systems of communication enable the staff to work well as a team; and to provide a learning environment that is centred on the children's individual developmental needs.
- The comprehensive developmental record system used by the nursery enables staff to identify the children's developmental needs across the six areas of learning and monitor their progress.
- The depth of knowledge of staff enables them to provide a rich and stimulating environment and a varied range of activities to promote learning through play. The range of teaching and questioning techniques used by the staff extend the children's language and thinking.
- The way staff interact with the children encourages them to behave well and develop good self esteem and confidence.
- The exchange of information between parents and staff creates a positive

learning experience for children.

**What needs to be improved?**

- Opportunities to support children's social skills during meal times; by grouping children to provide a quieter environment.

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

A very good level of improvement has been made in the opportunities the children have to take part in music and movement activities. The nursery has devoted an inset day to develop this area of the curriculum and regularly invite musicians into the nursery to play for the children. Music and movement activities are included in the nursery's curriculum planning and the children have access to a good range of musical instruments. Both the nursery's inside and outdoor environments are used to encourage children to enjoy music making, song and movement.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Most children are enthusiastic and motivated learners who persist at activities. Relationships between staff and children are warm and caring. Positive behaviour is encouraged well and children are frequently praised. Both 3 and 4 year olds are able to share and play co-operatively together. Children play well together, help each other and, at times, negotiate difficult situations without adult intervention.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are able to plan, share ideas and talk about experiences. Good use is made of impromptu situations and planned activities to extend vocabulary and develop linguistic skills. Children handle books competently and tell each other stories. Four year old children are able to write their names and a form a range of letters accurately. Children's listening skills are supported well by activities such as identifying sounds played on a tape recorder and finding the appropriate picture card.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

There are regular opportunities to explore a range of mathematical concepts, such as shape, quantity and position, through everyday situations. Children use associated mathematical language well for example when constructing ramps while playing with the cars. Children can count accurately to ten and beyond they have good opportunities to explore number, calculate, compare and estimate through practical activities and experience.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the world, as they grow plants and learn about living things such as the large snails kept in a fish tank. They study a range of cultural beliefs through resources and festivals. There are very good opportunities to select resources for planning, designing and making their own inventions. They make complex models. Children have access to computers on a regular basis. Children learn about time as they discuss significant events in their lives.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children handle simple tools, construction and malleable materials well developing good dexterity and manipulation skills. They demonstrate good spatial awareness and coordination as they move confidently inside and outside. When using wheeled toys children are able to steer confidently, negotiate obstacles and stop under control. The well resourced outdoor area provides children with very good opportunities for spontaneous physical play.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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There are many opportunities to explore colour, shape, form, texture and space through art activities. Children are encouraged to explore their own ideas and express their creativity. Children show imagination when engaging in role play both in the outdoor and indoor area. Staff are particularly skilled at encouraging the children to develop their own ideas while engaging in play and art activities.

**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:
- The organisation of children during meal times to provide a quieter environment.

*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.*