



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 124972

DfES Number: 515487

INSPECTION DETAILS

Inspection Date 28/01/2003
Inspector Name Patricia Buxton

SETTING DETAILS

Setting Name Kinderland Day Nursery
Setting Address 1 Normanton Road
South Croydon
Surrey
CR2 7AE

REGISTERED PROVIDER DETAILS

Name Mrs Joanne Mullins

ORGANISATION DETAILS

Name
Address

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

Kinderland Day Nursery is privately owned and is located in a residential area of South Croydon. It serves the local community. The nursery is situated in a large detached house and has sole use of the premises. There are four floors and a basement. The children aged under three are based on the first floor, children aged three to five years are based on the ground floor and the basement area is used by all children for physical play. The nursery is open from eight am to six pm from Monday to Friday all year round, closing for a week in August and a week at Christmas. It is registered for 50 children aged from two years to five years. There are 10 funded four year old children and 31 three year old children, of which 12 are funded. There is one funded four year old that has been identified as having special needs. There are no funded children for whom English is an additional language. There are 13 staff. The nursery has support from a teacher advisor from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Kinderland Day Nursery offers good quality nursery education where children enjoy learning through a wide range of interesting activities. Children make generally good progress towards the early learning goals. Teaching is generally good with some very good aspects. The behaviour and confidence of the children fostered by the skilful interactions of the staff is very good. Activities are well managed although large group story time failed to sustain less able children's interest. Staff's sound knowledge of the foundation stage enables them to plan an interesting and appropriate range of practical activities. Planning and teaching for mathematics, linking letters and sounds and writing is very good, however the activities in the creative area were not adapted to provide sufficient challenge for more able children. The nursery has a very good range of equipment and resources to cover all areas of learning. The organisation of resources and furniture in the role play/imaginary area sometimes hinders children's movement and development of activities. There is an effective system in place to provide good support to children with special educational needs. Leadership and management is very good. The nursery benefit from the strength and consistency of the staff team. They have effective measures in place to evaluate and review practice within the nursery. A commitment to improve when necessary is evident. The partnership with parents and carers is very good and contribute to children's progress towards the early learning goals. Good communication with parents enables children's individual needs to be met. Parents are provided with good opportunities to be involved in their child's learning and are well informed about their child's achievements and progress.

What is being done well?

* Children speak clearly and fluently as a result of the staff's consistent interest and engagement in their play and conversations. * Children's personal, social and emotional development is very good. Children are confident, sociable and have caring relationships with each other. * Staff work well as a team to provide an interesting range of activities, good role models and a harmonious learning environment. * Parents are provided with good quality information about the setting and its provision, and are encouraged to be involved in their child's learning. * An excellent range of resources and competent teaching ensure that children's progress in mathematical development and knowledge and understanding of the world is very good.

What needs to be improved?

* four-year-old children's independence during mealtimes. * the organisation of large story time to meet the needs of less able children. * opportunities for more able four-year-old children to be challenged in the creative area. * the organisation of the furniture and resources in the imaginary/role play room to enable children to make

best use of the good range of learning materials.

What has improved since the last inspection?

The nursery has made generally good improvement since the last inspection. The programme for language and literacy has enabled good opportunities for children to learn letter sounds and to enjoy books as a spontaneous activity. Staff demonstrate knowledge of the early learning goals which is reflected in most of the teaching, however, when working in the creative room staff did not extend four year old children's learning opportunities. The programme for mathematics now includes more opportunity for children to solve simple mathematical problems and to become aware of number operation such as addition and subtraction. The information provided for parents about activities offered to their children has been developed and now clearly relates to the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in personal, social and emotional development. They confidently express their needs and ideas and relate well to each other and adults. They behave well and show care and concern for self and others.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in communication, language and literacy. Many children are confident and fluent speakers they can express their experiences and negotiate. Children are beginning to use the written word to communicate. They develop their reading skills well as they absorb themselves in books. Some children have limited concentration during large group story time.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Very Good
Children's progress in mathematical development is very good. Many children can count beyond ten and some recognise numerals up to twenty. Good game based activities extend children's individual understanding, including addition and subtraction. They learn about shape and size through practical activities.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Very Good
Children's progress in knowledge and understanding of the world is very good. They frequently talk about past and present events in their own lives and learn about the lives of others. Children show an interest in information and communication technology and can operate with skill simple programmes on a computer. They show curiosity and knowledge of the world in which they live, for example, most children recognised map shapes and could name the continents.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in physical development. They have a wide range of equipment to use both indoors and outdoors. Most children move confidently and imaginatively with control and co-ordination during physical play. They are able to use the toilet independently and learn the importance of washing their hands. Some children are unable to use feeding utensils effectively.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in creative development. Most children can differentiate colours. They use representation as a means of communication. Children express their ideas freely through a good range of activities such as	

role-play, painting, sand play, collage and movement. Unable to develop role play to full potential as resources not well organised. More able children are not challenged effectively in the creative room.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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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

- * Evaluate large story time and plan how the needs of less able children will be met.
- * Increase staff's knowledge of how to plan, to extend opportunities for more able children to be challenged in the creative room.