



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 140476

DfES Number: 523040

### INSPECTION DETAILS

Inspection Date	17/12/2004
Inspector Name	Marilyn Rosemary Peacock

### SETTING DETAILS

Day Care Type	Sessional Day Care, Full Day Care
Setting Name	White Hart Lane Under 5s Centre
Setting Address	59 White Hart Lane Wood Green London N22 5SJ

### REGISTERED PROVIDER DETAILS

Name	Early Years and Play
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### ORGANISATION DETAILS

Name	Early Years and Play
Address	River Park House 225 High Road Wood Green London N22 8HQ

## 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

White Hart Lane Under Fives Centre opened in 1943. It operates from a purpose built, self contained unit in the Wood Green area within walking distance of local shops and amenities. The nursery has access to four group rooms, kitchen, office, staff room, parents meeting room, library area, children and adult toilet areas and a laundry. There is a fully enclosed garden for outdoor play. The nursery serves the local community.

There are currently 46 children from 2 to 5 years on roll. This includes 15 funded 3 year olds and 2 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The nursery opens 5 days a week for 50 weeks of the year for full day care and 5 days a week term time only for sessional care. Sessions for full day care are from 8:00 to 17:45 and for sessional care from 09:00 to 11:00 and 13:00 to 15:30.

There are 19 staff members employed which includes a manager, deputy and senior who work within the main nursery, and a specialist teacher and speech therapist who work within the Sure Start Unit. There are four centre assistants employed to undertake domestic duties. All members of staff employed with the exception of the centre assistants hold a recognised child care qualification.

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

### How effective is the nursery education?

White Hart lane under 5's provides very good nursery education and children are making very good progress towards the early learning goals. They make very good progress in all areas of the curriculum, especially their personal, social and emotional development. Children behave well and are starting to form positive relationships. They are enthusiastic about their play and a wide choice of exciting activities encourages them to become confident, independent learners.

The quality of teaching is very good. The strong staff team are readily on hand to help children progress and the children are happy and co operative. Staff knowledge of the foundation stage curriculum enables them to plan an interesting and appropriate range of activities. Children's progress is effectively evaluated against the stepping stones and the next steps for children's individual learning needs are identified. Support for children with special educational needs is excellent, staff provide children with individual support and detailed planning helps them make good progress. Children's independence is encouraged, they are helped to make choices by the use of pictures and photographs.

Leadership and management is very good. Success of the setting is due to the well structured management and an effective staff team who work well together. The management team and the staff are committed to developing the quality of the provision through ongoing evaluation and regular training opportunities. Plans for expansion and improvements to the accommodation are being implemented.

Partnerships with parents are very good. Parents are well informed of their child's progress, they share their observations of the children's learning from home at the developmental meetings every six weeks. The children's diaries and good quality photographs ensure they are kept informed of the wide curriculum offered. They express extreme satisfaction with the service they receive.

### What is being done well?

- Children are encouraged to make decisions and choices for themselves. They chose activities that interest them, they gather their resources and they select the rhymes and songs at group times. As a result their independence skills are well developed.
- Children with special educational needs are very well supported. Staff plan well for their next steps, they use effective teaching methods to progress children's individual learning.
- Parents are very happy with the education their children receive, they are kept well informed of their child's individual progress through regular meetings. Good quality displays ensure parents are kept informed of the activities their children are offered.

- Children behave well. Their understanding of right from wrong is developing well. Staff help them to understand the consequences of their actions, they praise and encourage good behaviour. Relationships within the nursery are strong, children work co operatively with each other.
- Strong leadership and a caring staff team create a safe secure environment where children are happy, settled and keen to try new experiences.

**What needs to be improved?**

- Planning for the outdoor provision.

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

Generally good progress has been made towards the point for consideration identified at the last inspection. The management team contiues to work towards ensuring that there is a stable staff team in place to support children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident learners who independently select activities and resources that interest them. They are happy and motivated to learn. They excitedly exchange experiences with the staff. Their understanding of right from wrong is developing well helped by effective intervention from staff. They are starting to form good relationships. They show care and consideration to children that are not progressing as quickly.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators they use language well to express their ideas and negotiate needs. There are good opportunities for children to recognise words which rhyme during singing sessions. Children enjoy books and make good use of the well resourced library. They listen attentively during a group story. Children's writing skills are developing well when they practice writing up their visits to the theatre.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Number songs are used well to introduce children to simple calculations. Children are confident at counting to 10 and above. They use mathematical language and simple shape names in their play "the square brick" and "the long train" There are good opportunities for children to select and sort a variety of objects by colour and size. More able children measure and weigh ingredients for cooking and baking.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a good sense of place, they observe and record trips to the theatre and the allotment. Children learn to build and design, using boxes and construction sets. Photographs and diaries encourage children to talk about past events in their life. They explore and investigate using water and bubbles. A good range of natural resources encourage them to observe features of living things. They use tape recorders enthusiastically when listening to story tapes.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are becoming very skilled in their use of tools including scissors, spatulas and whisks. They demonstrate a good understanding of space and move with regard for themselves and others. Good use is made of the outdoor area and children have good opportunities to dig, use bikes and develop their co-ordination on climbing equipment and swings although this is not always planned for. Staff help children develop an understanding of keeping healthy within everyday nursery routines

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy an wide range of creative art activities including painting, clay modelling and bubble painting. Their imagination is fostered well by good quality role play resources. They actively participate in music sessions acting out rhythms and moving in time to the rhythm. Staff plan interesting activities that encourage children to use their senses, such as tasting soup made from vegetables they collected from the allotment.	

**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
- extending planning to include planning for the outdoor 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.*