



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 128506

DfES Number: 533089

INSPECTION DETAILS

Inspection Date 22/04/2004
Inspector Name Jane Davenport

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Green Lane Pre-School & Day Nursery
Setting Address 510 Green Lane
Goodmayes
Ilford
Essex
IG3 9LH

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name The Partnership of Lisa Hayes and Kay Hackett
Address Green Lane Pre School & Day Nursery
510 Green Lane
Ilford
Essex
IG3 9LH

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Green Lane Pre-School & Day Nursery has been open since 1998. The nursery offers full day care for children aged from nought to five years. It is situated in a large, converted premises in a residential street in a busy part of Goodmayes, and is close to local parks and other amenities. The nursery is open Monday to Saturday between 08:00 am- 18:00pm all year round. Currently 86 children attend throughout the week. The hours of attendance vary to suit the working hours of the parents.

There are 56 children who speak English as an additional language and the nursery has identified one child with special needs. There are 14 children who receive funding for nursery education, 3 four year olds and 11 three-year-olds. The children share an enclosed outside play area.

Thirteen staff work in the centre. All staff hold, or are working towards an Early Years and Childcare Education qualification level 2 or 3. Staff receive some support from the Early Years and Childcare Partnership (EYDCP).

How good is the Day Care?

Green Lane Pre-School & Day Nursery provides good care for children. The environment is warm and welcoming, the staff are experienced and qualified in childcare and they work well together as a team. The routines which are in place help children feel secure and individual needs, including dietary needs, are well met. Safety is emphasised at all times and good attention is given to developing children's understanding of personal hygiene.

Records are generally well kept. However, the attendance registers do not include the hours of attendance of children and staff.

There is a good range of toys and resources at the nursery and children are able to make choices about what they want to do. Activities are varied and help children to make progress in all areas of their development. Staff are skilled at developing child initiated conversation and extending language. Developmentally appropriate books

are used with children throughout the nursery. However, in the two younger age groups, they were not found to be available at all times during the day.

There is an extensive range of policies and procedures at the nursery, which are shared with staff and parents. The nursery has very good relationships with parents. Staff are friendly and professional and exchange information with them about their children's progress on a daily basis.

What has improved since the last inspection?

Since the last inspection, all relevant policies and procedures have been put in place, the nursery's operational plan has been formalised and works effectively and vegetarian alternatives have been added to the children's menus on a daily basis.

This has resulted in an improved service being available for the children who attend.

What is being done well?

- The environment within the nursery is warm and friendly. Staff are welcoming and the premises are clean and well maintained.
- There is a wide range of activities and experiences on offer for the children to promote their all round development. Staff interact warmly with the children, encouraging them to be confident and to express themselves fluently.
- Children's behaviour at the centre is managed consistently and well. Children are well behaved and show concern for one another. Staff provide positive role models for the children, consistently praising good behaviour and acknowledging the children's achievements.
- Staff make children's safety inside and outside the centre a high priority. There is a strong emphasis on equal opportunities and inclusion and all children are encouraged to develop their full potential.
- The nursery has a comprehensive range of policies and procedures which cover all aspects of the running of the group. They are well written, easy to understand and shared with staff and parents.
- The nursery has very good relationships with parents. Children are looked after according to their parents' wishes and parents are kept well informed of their children's progress and participation in activities.

What needs to be improved?

- the procedure for taking the register
- the accessibility of books for the younger age groups.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Keep a record of hours of attendance of staff and of children looked after on the premises.
3	Devise and implement an action plan to ensure that books are readily accessible to the younger children at all times.

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

How effective is the nursery education?

Green lanes day nursery provides a friendly, welcoming environment where children learn through a good range of well planned activities. Children are making very good progress in all areas of learning. They are happy and motivated to learn, they concentrate well at tasks they have chosen for themselves.

The quality of teaching is very good. Staff have a good understanding of the early learning goals, which they use to plan interesting activities that encourage children to concentrate. They use a variety of teaching methods and promote children's curiosity and learning. Everyday routines are used well to consolidate children's learning particularly children's understanding of mathematical ideas. Staff use good questioning techniques to extend children's vocabulary and encourage them to think. Planning is balanced and covers all areas effectively. Opportunities for children to work on a 1 to 1 basis with their key workers are included most day's. Resources including the outside play area are used well progress children's learning. Staff regularly observe children's progress, but the observations are not used consistently to plan for the next steps for children and there are no formal processes for sharing assessments of children's progress with their parents.

The leadership and management is very good. The owners have a clear vision for the development of the nursery which includes expansion to the house next door. They work closely with their staff and use this time to evaluate working practices. The staff team work well together and there are good opportunities for staff to attend training events.

Partnership with parents is good. They are encouraged to become involved in their children's learning by supporting activities. Parents have good opportunities to exchange information about their children's progress with staff at the start and end of the day and at formal open day's. However parent do not make regular contributions to children's assessments.

What is being done well?

- Staff are committed to develop their skills and knowledge through training.
- Children are confident in their use of numbers and number operations. Staff make good use everyday routines to develop children's understanding of mathematical ideas.
- Children are confident speakers and listeners. Staff skilfully help children to extend their vocabulary and to express their own ideas.
- The nursery is well resourced, resources are used effectively to support children's learning in all areas.
- Children's independence is fostered well, they concentrate well at tasks and

activities.

- Children have good opportunities to learn about different cultures and beliefs when sharing times of celebration.

What needs to be improved?

- Children's access to creative resources so that they can respond creatively to what they see and hear independently.
- Assessment systems to include use of observations to plan the next steps for children.
- Systems for sharing information gained from assessments of children's progress with parents.

What has improved since the last inspection?

Good progress has been made on implementing the action plan developed from the key issues identified at the last inspection.

The programme for children's knowledge and understanding of the world has been extended to include all aspects of the early learning goals. Children have good opportunities to develop a sense of time when working in small groups or in 1 to 1 activities working with their key workers. Good emphasis is given to creating opportunities for children to look at why things work and how things happen when planning activities across the curriculum. Children use information technology independently to support all early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area of learning. Children are confident in their surrounding, relaxed and motivated to learn. They show growing independence and concentrate well at tasks and activities. Children share and take turns when playing with the dressing up clothes. Behaviour is good and children are developing a strong sense of community when sharing times of celebration. Relationships are strong, children relate well to each other and are sensitive and caring.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The programme for communication, language and literacy is very good. Children enjoy listening to stories, they often retell familiar sections of the story. Children know how to form letters accurately. They are developing their written skills well when they write shopping lists and messages to mummy. Children have good vocabularies and discuss their ideas freely in small groups. Staff help children to sound out letters of the alphabet and to name letters in everyday routines.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The programme for children's mathematical development is very strong. Everyday routines are used well to develop children's understanding of simple number operations. Children recognise numerals from the good quality displays and number lines. They are able to read the numbers on computer keyboard and the numbers on the clock face. Children use mathematical language well to describe shape and size when using the sand and water tray.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in this area of learning. They learn about their own religions and those of people living in the local community. Children explore and investigate how clocks work when following the theme of time. When caring for the nursery pets and growing sunflowers children observe change and look at similarities and differences. Children use information technology with confidence and increasing skill.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in this area of learning. They are becoming skilled at using small tools and equipment, they use cutters, scissors and building materials safely. There is a strong emphasis on developing children's understanding of keeping healthy within everyday routines. Children use the pre school room well to develop awareness of space. They show control and coordination when manovering trikes and wheeled toy's around the garden.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's development in this area is very good. Children use musical instruments enthusiastically to reproduce sounds and notes. They enjoy making up their own stories and dressing up in the story corner. There are many good opportunities for them to experiment using paint, dough and glue. The already good provision would be further enhanced if children had more access to creative materials so that they can respond independently to what they see, hear, smell and touch.

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 key issues from this inspection but consideration should be given to further enhancing the already good provision by
- further developing assessment systems to ensure that the information gained from observations is used to inform planning for the next steps for children's learning.
- developing systems for sharing information gained from assessments with parents.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.