



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 100617

DfES Number: 583162

INSPECTION DETAILS

Inspection Date	29/11/2004
Inspector Name	Malini Parmar

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Camden Chinese Community Nursery
Setting Address	United Reformed Church Buck Street London NW1 8NJ

REGISTERED PROVIDER DETAILS

Name	Camden Chinese Community Centre Limited 01759054 288008
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ORGANISATION DETAILS

Name	Camden Chinese Community Centre Limited
Address	Camden Chinese Community Centre 9 Tavistock Place London WC1H 9SN

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

Camden Chinese Community Nursery operates from a church hall on the ground floor, situated in Camden United Reformed Church, close to Camden tube station.

There are currently 20 children from 2 to 5 years on roll. This includes 7 funded 3-4 year olds. The group support children with Special Needs and children who speak English as an additional language.

The group opens from 08:30 to 17:30. and there is also a core day from 09:30 to 15:30 during school term times.

There are 3 members of staff working directly with the children, and 1 sessional worker, most of whom are appropriately qualified in early years and education, all have access to a regular training programme, and the sessional worker is currently accessing training. The nursery receives support 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?

Camden Chinese Community Nursery provides a range of worthwhile activities and children are making generally good progress overall.

The quality of teaching is generally good. Staff have a firm knowledge of the Foundation Stage, which enables them to plan and provide a good range of practical activities. Staff are relaxed, friendly and encouraging in their interactions with children and form positive relationships with them. They skilfully model learning by becoming involved in children's play using optimistic and lively approaches. They are deployed effectively and provide good support during small group activities and to individual children. They consistently use open-ended questions to encourage children to think and talk about what they are doing. Occasionally, challenges for more able children are insufficient; they have exhausted all possibilities on offer and become restless in search of other things to do. Staff do not consistently encourage children to select resources from the entire environment. They make observations on the children's learning and identify children's next steps. The system to use these to inform future plans is currently informal. Staff have high expectations of children's behaviour. They raise self-esteem and confidence by praising children and offer full explanations for unwanted behaviour and children generally behave well. Appropriate systems are in place to support children with special needs and children who speak English as an additional language.

Leadership and Management is generally good. The team are committed to ensuring children receive good care and education. Staff evaluate the success of planned activities. A formal system is not yet in place to evaluate the groups strengths and weaknesses.

Partnership with Parents is generally good. They are systematically provided with records about their child's progress and their participation is encouraged. They receive insufficient information about the Foundation Stage

What is being done well?

- Staff form positive relationships with children and provide children with good support by skilfully modelling learning and becoming involved in children's play.
- Staff consistently employ good questioning techniques to enable meaningful learning to arise from the range of practical activities offered.
- Staff use effective behaviour management techniques and consistently offer children explanations for both unwanted and desirable behaviour and children generally behave well.
- Children benefit from the clear emphasis placed on helping them to acquire

bilingual skills in Chinese and English.

What needs to be improved?

- planning to ensure an accurate process of using children's next steps to inform future plans which is formally shared by all staff
- the system in place to monitor and evaluate the settings strengths and weaknesses and that of the educational programme
- the information parents receive about the foundation stage and the six areas of learning
- the challenges for more able children
- opportunities for children to develop in their independence.

What has improved since the last inspection?

Very good progress has been made since the last inspection. There is now a consistent and accurate approach to written English in displays and other materials. Children benefit from the accurately labelled environment using both Chinese and English words.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and keen learners. They form good relationships with one another and adults. They ably share and take turns for example when playing board games and generally behave well. They show good levels of concentration and motivation in their chosen tasks for example when completing puzzles. Occasionally challenges for more able children are insufficient, as they have exhausted all possibilities on offer. Opportunities to increase independence are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children benefit from the clear emphasis on helping them acquire effective bilingual skills in English and Chinese. They speak clearly and confidently as they engage both adults and their friends in conversation and listen attentively to stories. They ably recognise their names before snack and receive good opportunities to label their work and write for different purposes. They clearly enjoy writing invitations. Children receive insufficient opportunities to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently as they, for example, count the dots on a dice. They benefit from the consistent use of mathematical language and receive good support to recognise shapes, colours and sizes. They use language for calculating as they compare their "tall" and "taller" towers. Opportunities to learn about space and measure are insufficiently exploited. Children receive inconsistent chances to be aware of simple ideas of addition and subtraction, for example through songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children learn about features of their locality through the regular planned trips, for example, to post their letters. They learn about cultures and beliefs through topics. They clearly enjoy retelling the nativity story using dolls. They regularly observe the weather. Children delight in using a range of programmable toys as they use the kettle and make toast in their role-play; they control the computer mouse well. They have few chances to explore and investigate materials using their senses.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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There is a wide range of material to support the development of fine motor control such as playdough, scissors, tools and chopsticks. Children move with confidence, control and spatial awareness. They carefully manoeuvre around objects to stay safe and are developing skills as they travel up, over and down the climbing frame. Children receive insufficient opportunities to raise their health and bodily awareness.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children take part in imaginative role-play and are well supported. They clearly enjoy "making cups of tea and slicing pizza". Children keenly explore the sounds of the tambourine. They participate enthusiastically in the regular music sessions, dancing freely and carefully matching their movements to the rhythm of the music. Resources for exploring a range of materials are offered but children are not sufficiently encouraged to use them.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

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: THE KEY ISSUES

- continue to develop the planning to ensure an accurate system of using children's next steps to inform future plans and these are shared by all staff
- ensure more able children consistently experience suitable challenges by providing them with greater opportunities to increase their independence and select resources freely from the entire environment
- provide parents with more information about the Foundation Stage and the six areas of learning
- develop rigorous systems to monitor and evaluate the groups' strengths and weaknesses and that of the educational programme.

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.