



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY240976

DfES Number: 532180

INSPECTION DETAILS

Inspection Date	28/02/2005
Inspector Name	Hilary Turner

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St. Michael's /St. Matthews Nursery
Setting Address	St Matthews Church St Marys Road London NW10 4AU

REGISTERED PROVIDER DETAILS

Name	St. Michael's Nursery
------	-----------------------

ORGANISATION DETAILS

Name	St. Michael's Nursery
Address	Church Hall Knatchbull Stonebridge NW10 8JX

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

St Michael's/St Matthews Nursery has been registered since 2003. It operates from a community centre, attached to St. Matthew's Church. This is the sister nursery to St Michaels nursery in Knatchbull Road, also situated in Harlesden, in the London Borough of Brent. The setting is registered to provide full day care for 36 children between 18 months and under 5 years; of these, not more than 6 may be under 2 years old at any one time. Children can attend for a variety of sessions.

The setting has sole use of the premises during the hours of operation. The areas accessible to children are a large hall, a kitchen and toilet facilities. An outdoor play area is available for some play activities.

The setting serves the local community, and supports children with special needs and children for whom English is an additional language. There are currently 36 children on roll, this includes 22 funded children.

The nursery opens Monday to Friday, all year around, from 08:00 to 18:00 hours.

Nine staff work with children. Five staff hold a recognised childcare qualification with the remainder of staff working towards a qualification. A cook is employed who holds a food hygiene certificate.

The setting receives support from the Early Years Development Childcare Partnership.

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

How effective is the nursery education?

The education offered at St Michael's/ St Matthews Nursery is very good.

Children make very good progress in most areas of the curriculum. They are confident, motivated, enthusiastic learners who persist at planned activities and explore independently. Positive, respectful relationships between staff and peers creates a calm and positive learning environment. However as the outdoor area cannot be used safely this reduces the opportunities for vigorous physical play and limits the challenges offered to children in their outdoor play.

Very good quality of teaching and a stimulating environment ensures that children make rapid progress. Staff have a sound understanding of the foundation stage and stepping stones. Planning effectively provides a variety of stimulating experiences, which captures children's interest. However children would benefit from greater access to a computer to develop their existing skills in this area. Very good use of observations and assessments is made to plan next steps in individual development. The education programme is continually monitored, evaluated and adapted to meet children's needs. Although the programme for mathematics has some minor weaknesses. Good use of teaching and questioning techniques extends children's thinking and learning and staff exploit impromptu situations well.

The leadership of the group is very good, supported by effective management and communication systems. The staff team are established, positive and dynamic; they work well together to ensure that children receive high quality care and education. There is a strong commitment to providing a high quality service, which is evident in all areas of practice.

Partnership with parents is very good. They have access to good information about the setting and the curriculum. Good relationships and communication ensure that parents are well informed about children's achievements and progress.

What is being done well?

- Confident, dynamic and motivated staff team who work well together to create a lively and stimulating learning environment for the children.
- Good quality teaching. Staff have very good understanding of how children learn and the foundation stage. Sound knowledge of the stepping stones ensures staff are able to plan well for individual children. Good use of teaching techniques and questioning extends children's thinking and learning effectively at planned activities and spontaneous situations
- Effective planning of a wide range of experiences and learning situations with clear learning intentions. Good observations and assessments are well used to inform planning. Learning opportunities across the curriculum are provided

for children at appropriate points in their individual development.

- Partnership with parents is very good. Relationships are warm, there is good sharing of information to create a positive learning experience for children. A wide range of information about the setting and the curriculum is easily accessible. Records are shared.
- The leadership and management of the setting is very good. Comprehensive management systems and a strong commitment to quality are evident in all areas of practice.

What needs to be improved?

- the outdoor planning to provide children with increased opportunities for vigorous physical play and provide further challenges to enable them to develop a wide range of skills
- the opportunities for children to develop an understanding of addition and subtraction, and
- the arrangements for children to have regular access to a computer to develop IT skills

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are enthusiastic, motivated, attentive and concentrate well. Good support and attention from staff fosters their self esteem and confidence; children freely initiate conversations, describe their feelings and express opinions. They model the respect and care shown by adults, enjoy good relationships and work cooperatively with their peers. Children have good self care skills; and are developing very good independence skills as they choose their own resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

Good use of activities and spontaneous situations enables frequent introduction of language and vocabulary, children are very articulate and express themselves well. They have daily exposure to reading materials and good use is made of labelling to stimulate interest, they access books independently, and in small groups. Children recognise and confidently attempt to write their own names, forming and naming many letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

The setting provides many opportunities for children to write, count, and recognise numbers through a variety of planned activities, displays and resources available in the room. Some children are able to count reliably up to 20 and beyond. However there are fewer opportunities to explore calculation, addition and subtraction through practical activities. Children use mathematical language during their play, and they enjoy solving problems through constructing with bricks and completing puzzles.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children are learning about their environment, for example, the seasons, past and present events. There are good opportunities to find out about living things. They explore and investigate using a wide range of materials and they question why things happen and how they work, for example, looking at the different ways of measuring and recording time. There are less opportunities for children to use computers to support their learning. They can build and construct using large and small equipment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children have good hand eye coordination, dexterity and manipulation skills. They competently and safely handle a wide range of tools and small equipment. Opportunities for vigorous physical play and challenge are limited as the surface of the garden area is not safe. Staff do take children on regular walks to experience outdoor life and provide regular music and movement sessions. Planned activities encourage children's health, body awareness and healthy eating concepts

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children have very good opportunities to explore colour, shape, texture and space. They take part in a variety of activities, which encourages them to use their senses for example, cooking. Children are able to negotiate and act out storylines, they are developing their imagination through role play and adults skilfully extend imaginative play. Children respond with pleasure to songs and are able to sing a range from memory.

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:

- Increase the opportunities for children to develop an understanding of addition and subtraction
- Improve the outdoor area, to increase the opportunities for vigorous physical play and provide further challenges to enable children to develop a wide range of skills

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.