



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 144726

DfES Number:

INSPECTION DETAILS

Inspection Date	25/11/2004
Inspector Name	Colleen Sterling

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Union Grove Community Nursery
Setting Address	Christchurch Community Hall 41 Union Grove Stockwell London SW8 2QJ

REGISTERED PROVIDER DETAILS

Name	Union Grove Community Day Nursery 0408149 1094416
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ORGANISATION DETAILS

Name	Union Grove Community Day Nursery
Address	41 Union Grove London SW8 2QJ

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

Union Grove Community Nursery is managed by a management committee and is open throughout the year from 07:45 a.m. to 17:45 p.m. Monday to Friday.

The premises consists of a ground floor area which is used to accommodate children aged 2 years and a first floor area organised to care for children aged 3 and 4 years. Children have access to an outside area which is accessible through the ground floor play area and the use of a secure church garden, which is a few minuets walk from the nursery.

Ten staff are employed to care for the children who hold a range of appropriate child care qualifications. The Senior Worker is supernumerary and holds a level 3 child care qualification and is currently studying for a level 4 qualification in child care. A daily cook is employed who holds a food hygiene certificate.

The nursery receives funding for children aged 3 and 4 years.

The nursery provides places for children who live in the local community and is situated a short walk from local bus routes.

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

How effective is the nursery education?

The provision for nursery education at Union Grove Nursery is acceptable where children are making generally good progress towards the early learning goals. Children are confident, motivated, interested and eager to participate in all experiences and activities offered.

Teaching is generally good. Written plans cover short medium and long-term learning goals. Children's behaviour is good and children benefit from the strategies employed by staff to manage behaviour. Staff are suitably qualified to deliver the educational programme and a key worker system operates effectively. Adults know children well and generally provide satisfactory learning support to the children, although staff miss some opportunities to extend learning in practical activities. Good use is made of information technology to support the educational programme particularly in the knowledge and understanding of the world. The provision to develop awareness of cross-cultural awareness and customs is very good but the classroom for three and four year olds is located on the first floor and therefore wheelchair access is restricted.

Leadership and management is generally good. The staff work well as a team and there is a clear definition of roles and responsibilities between the management committee and senior nursery staff. There are very good links with the local Early Years Development and Childcare Partnership. The staff and manager are committed to the continuing improvement of the nursery.

The partnership with parents is generally good. Parents are informed of children's progress on a daily basis. A very good policy pack for parents provides comprehensive information about routine, aims of the setting and the full range of policy and procedure information. Parents are encouraged to be involved with their child's learning.

What is being done well?

- The teaching and planning of the educational programme is generally good and all six areas of learning are covered in the written plans. The children are listened to; they contribute to planning and suggest ideas for future work. good use is made of information technology to support the educational programme particularly in the knowledge and understanding of the world.
- Staff have developed good relationships with parents, The parents are interested in their children's learning and contribute to the management of the setting. A very good policy pack for parents provides comprehensive information about the setting and educational provision.

- Leadership and management is generally good. Staff work well together as a team. There are clear divisions of responsibility; between the Management committee and senior management team in the nursery. The staff and manager are committed to the continuing improvement of the nursery. There are secure links with the local Early Years Development and Childcare Partnership.

What needs to be improved?

- Opportunities to ensure that children develop a sense of personal independence during routine activities such as lunchtime.
- Chances for the children to demonstrate their understanding in addition and subtraction through every day situations, practical activities or discussion.
- The encouragement of children to experience and develop their confidence in the use practical tools such as knives at mealtimes.
- Access to the educational provision by 3 and 4 year old children who have physical difficulties.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children make generally good progress in the area of personal and social development. Children contribute to the planning of the programme and suggest ideas for future work. Children are confident learners, they like to try a range of activities. Behaviour is good. Teaching promotes the development of self-esteem and an appreciation of cross-cultural differences. However, there are missed opportunities for children to develop a sense of personal independence during routine activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children make generally good progress in the area of Communication, Language and Literacy. Planning in this area is helping children to talk and write about topical subjects. Teaching is helping children to organise their thinking through open-ended questioning. The children know how to use books and handle books confidently. They know that words carry meaning and displays and labelling are helping children to recognise and read simple words.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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The children make generally good progress in the area of Mathematics. The children are confident at counting. Teaching provides adequate help to those children who need additional support. Planning in this area provides chances for children to measure, sort, match and focus on one number each week. The planning of mathematics does not provide dependable opportunities to extend children's learning and understanding in addition and subtraction through practical activities or discussion.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children make generally good progress in the area of Knowledge and Understanding of the World. Teaching and planning makes good use of information technology to support the educational programme. Adult intervention is non-intrusive allowing the children to learn at their own pace. The children are developing a sense of past and present events in their lives. Planning in this area provides chances for children to think about different cultures.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in this area is generally good. Children have regular access to the familiar local outdoor play area. The children learn how their bodies work through topical activities and resources. The children are working well with small tools such as scissors. Some children can cut safely and competently. However, the staff do not maximise obvious opportunities to develop children's confidence in the use of practical tools such as knives at mealtimes.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children's progress in this area is very good. There is a balance of adult directed and free choice creative activities. Children are able to sing songs from memory and have regular opportunities to use their imagination in the role-play area. The children are eager to take part in adult directed role-play activities. Teaching is inclusive and all the children have chances to take part.	

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

- Increase opportunities to ensure that children develop a sense of personal independence during routine activities such as lunchtime.
- Provide chances for the children to demonstrate their understanding in addition and subtraction through every day situations, practical activities or discussion.
- Encourage children to experience and develop their confidence in the use practical tools such as knives at mealtimes.
- Improve access to the educational provision by 3 and 4 year old children who have physical difficulties in accessing the first floor.

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.