



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 103774

DfES Number: 103774

INSPECTION DETAILS

Inspection Date 11/10/2004
Inspector Name Ann Revell

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Kidstreet Nursery
Setting Address Unit E, 29-38 Jenkins Dale
Chatham
Kent
ME4 5RD

REGISTERED PROVIDER DETAILS

Name Kidstreet Nursery Ltd 3527123

ORGANISATION DETAILS

Name Kidstreet Nursery Ltd
Address Unit E, 29-38 Jenkins Dale
Chatham
Kent
ME4 5RD

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

Kidstreet Nursery opened in March 2004 and the pre-school has been operating since the beginning of this term. It is privately owned and operates from 3 rooms in a uniquely adapted industrial building close to the centre of Chatham. The nursery is a Neighbourhood Nursery and part of the Sure Start Programme in association with the Medway Council. A holiday club runs in adjacent rooms in the building in school holiday times.

The nursery opens 5 days a week for 52 weeks of the year excluding bank holidays. Sessions are from 07.30 to 18.30. The pre-school sessions are from 09.00 to 13.00 and from 13.30 to 17.30. Children attend for a variety of sessions. The nursery is registered to take 70 children from three months to five years. The children are divided into groups by age. There are currently 60 children on roll. Of these, 10 are in receipt of nursery education funding. The nursery caters for funded children who have special educational needs and is currently supporting funded children who speak English as an additional language.

There are 4 staff working with the funded children and 3 have an early years qualification. The unqualified member of staff is currently on a training course.

The nursery receives support from an Early Years Development and Childcare Partnership advisor.

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

How effective is the nursery education?

Kidstreet Pre-School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for physical and creative development is very well planned and children make very good progress in these areas.

The quality of teaching is generally good overall. Although some aspects are very good. The organisation of sessions and the management of the children is a particular strength of the teaching. Planning is being developed. Currently, insufficient priority is given to aspects of literacy and mathematics and aspects of knowledge and understanding of the world are not yet included. The learning outcomes of activities are not always made clear and this is sometimes reflected in the teaching of focus activities. Children work in a variety of groups and benefit from sometimes working individually with an adult. All the children, including those with special educational needs and with English as an additional language are encouraged to participate in the full range of activities. Staff regularly assess and record children's progress. They aim to use this information to plan the next steps in children's learning.

The leadership and management of the nursery are generally good. The directors and manager have high expectations for children's care and education. They have, in a short space of time, been effective in developing a committed team who work collaboratively for the benefit of the children. There are not yet strategies in place for rigorous monitoring of the planning.

The partnership with parents is generally good. Parents are warmly welcomed into the nursery and have very good opportunities for informal discussions with staff about their children's daily achievements. Records of children's progress are open to them. Currently, parents do not have sufficient information about what their children are intended to learn to be able to fully support their progress at home.

What is being done well?

- The nursery has a warm, family atmosphere. The pre-school children are happy and secure in their group. They share and take turns and are beginning to understand how their behaviour affects others.
- Staff show real interest in children's activities and conversation. They value their contributions and praise their achievements ensuring that they have very good self-esteem.
- The children are actively encouraged to make choices and to take the initiative in their learning. Children are becoming very self sufficient in choosing activities and selecting resources for themselves.

- Children enjoy the daily opportunities to use, and to benefit from, the challenging range of physical development apparatus. They are agile and coordinated and good teaching is ensuring that they are developing very good skills.

What needs to be improved?

- the planning, to ensure that the appropriate priority is given to all aspects of literacy and mathematics, that learning outcomes for activities are made clear and that checks can easily be made for coverage of the aspects of each area of learning
- the planning for direct teaching times to include activities reflecting all the areas of learning
- the use of the records of children's progress in order to plan for all the children's learning needs
- the information given to parents about what children are learning in the pre-school.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children confidently select resources and initiate their own play. They build models, share books and sort coins concentrating for good periods of time. They take turns in the lotto game and are learning how to share toys fairly. They have warm relationships with adults, are polite to each other and generally behave well. Children are developing a good awareness of the needs of others. They tidy away the toys responsibly and have very good personal independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate well with staff and are developing a good range of vocabulary such as words to describe the leaves they collect. They enjoy sharing books and love rhyming stories. Children are beginning to recognise their names and learn the sounds that letters make. They daily find the day of the week and a word to describe the weather. They confidently 'write' their names on their masks, but role-play activities are not extended to include opportunities to write for different purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children benefit from good support to help them count to ten and beyond. Their understanding and recognition of number is reinforced as they work out the date and watch for the passing of time on the clock. However, there are missed opportunities in routines for children to compare numbers and to develop an understanding of how to use mathematical ideas to solve practical problems. Children confidently name the shapes as they stick them on their rockets and order the planets by their size.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are helped to notice the changes that occur in the weather and as they melt chocolate for cakes. They go outside to collect leaves and observe seasonal changes. They carefully make models from construction sets and learn cutting and joining skills as they model with boxes. The pre-school now has a computer and plans to develop children's skills are being put in place. Staff have identified promoting children's understanding of their own and other cultures as an area for development.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy, and benefit from, the daily opportunities to use the challenging equipment in the activity room and to participate in a variety of outdoor play. They climb with great confidence and agility and staff ensure their safety by showing them how best to use their arms and legs. Good teaching is ensuring that children are developing very good ball skills when catching, aiming and kicking. They are beginning to understand ways in which they can help themselves stay healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children freely explore the musical instruments and tap out simple rhythms. They participate enthusiastically as they move around the space like moon walkers and aliens. They enjoy singing together as a group. Children use the freely available art resources to draw themselves and to learn to apply paint in different ways. They make three dimensional planets using papier mache. They draw on their experiences and imagination as they use the varied role-play scenarios and when using the puppets.

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. Give appropriate priority to all the aspects of literacy and mathematics. Make clear what the children are expected to learn from activities and use a format which enables easy monitoring
- extend the range of direct teaching activities to reflect all the areas of learning
- build on the current assessment records. Use the information collected through observations of children at activities to plan for each child's next steps in learning
- ensure that parents have sufficient information about what their children are learning at pre-school to be able to support and extend their learning at home.

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.