



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 135109

DfES Number: 500147

INSPECTION DETAILS

Inspection Date 13/01/2005
Inspector Name Jane Nelson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Holcroft Community Childcare Centre
Setting Address 10 Carburton Street
London
W1W 5AL

REGISTERED PROVIDER DETAILS

Name The Committee of Westminster Children's Society 2228978
299686

ORGANISATION DETAILS

Name Westminster Children's Society
Address 121 Marsham Street
London
SW1P 4LX

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

Holcroft Community Childcare Centre registered under the Children Act in 1992 and is one of 12 nurseries run by Westminster Children's Society. It operates from two basement rooms and has a fully enclosed garden. The nursery is based in Fitzrovia, which is a residential neighbourhood close to commercial areas. The nursery aims to provide a service for families from the local community, which includes placements funded by Social Services.

There are currently 19 children from 18mths to 5 years on roll. This includes 0 funded 3year olds and 3 funded 4 year olds. Children attend either full or part-time. The setting aims to support children with special needs and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08:30 - 17:30 full time, 09:00 - 12:00 or 13:00 - 16:00 part-time.

Five full-time staff work with the children. The majority of the staff have early years qualifications. One staff member is currently working towards a recognised early years qualification.

The nursery receives support from a speech therapist and benefits from support afforded by the Westminster Children's Society. The setting is embarking on a pilot scheme for quality assurance.

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

How effective is the nursery education?

Holcroft Community Nursery provides generally good education in a well resourced and creatively organised environment. Children are making very good progress in mathematics, knowledge and understanding of the world, physical and creative development, and generally good progress in communication, language and literacy and personal, social and emotional development. Staff have a good understanding of the foundation stage, they plan and provide an interesting and stimulating environment for the children encouraging exploration and interest in most areas, although the organisation and resources in the book and the computer areas do not encourage children to use books and the computer independently or to locate information. Staff are resourceful and creative in presenting activities and experiences, they manage children's behaviour well, encouraging positive behaviour. Questions are used well to encourage language and those with English as an additional language and special needs are well supported through continual use of language, maketon sign language and use of photographs. Although children have opportunities to make choices about their play there are missed opportunities to increase their independence skills. The leadership of the group is very good, it is supported by effective management systems. The manager and staff are valued and the good commitment to professional development ensures staff have good access to updating and increasing their childcare skills which promotes good teaching. The education programme is evaluated and adapted to ensure that all children's needs are being met. Partnership with parents is very good, they are well informed about the setting and the curriculum and encouraged to be involved in their child's learning. Good relationships, communication and well maintained children's records ensure staff and parents work together to create a positive learning experience for children. Parents praise the setting, and the staff team.

What is being done well?

- The nursery environment is well organised and resourced. Staff are creative in the way they present activities and equipment encouraging children to investigate and be interested in activities and play materials.
- Individual developmental records for children are well maintained they are used to inform planning and provide clear and interesting information about children's development and how they are learning, encouraging parents interest and involvement in their child's learning.
- Very good opportunities are provided for children to begin understanding mathematical language and concepts through everyday experiences such as a three pigs activity and using a mirror to see the symmetrical pattern of a butterfly.

What needs to be improved?

- Organisation and accessibility of book area to encourage children to look at books independently and refer to them for information.
- Organisation and accessibility of the computer area to encourage children's independence and use of the computer.
- Opportunities for children to gain independence through activities such as pouring their own drinks and helping with tasks like setting the table.

What has improved since the last inspection?

Very good progress has been made in addressing the key issue from the last inspection, which means that record keeping continues to be of a high standard, it is clear, informative and well presented encouraging parents interest and involvement in their child's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested in activities, which are well presented. They are developing personal independence through choosing what to play with, and when they want their snack, however there are missed opportunities for older children to help with activities like setting the table for lunch and pouring their own drinks. Children are happy and sociable; they relate well to each other and staff, take turns during activities and play well together especially during imaginative play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff plan and provide lots of opportunities for children to practice their pre writing skills and learn new words. Children learn to understand that print carries meaning through participating in activities like typing on the computer and labelling their work. Children have opportunities to look at books during organised book time but rarely do so independently. Children are confident when speaking in familiar groups and use language well during imaginative play.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are learning to count, understand numbers and mathematical concepts through a range of well planned and presented activities and experiences, such as learning about symmetrical patterns by using a mirror. Staff provide good opportunities for children to compare size, differences and understand simple addition and subtraction. Children are able to problem solve when completing puzzles and opportunities are provided for them to sort and weigh objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide opportunities for children to learn about living things and explore natural materials through activities like the life cycle of a caterpillar. Good access to information and technology is provided through a wide range of materials like phones, walkie-talkies cameras, office equipment and the computer. Children are able to build and construct with a variety of materials. Children learn about different cultures through celebrating different festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children can run, jump, crawl and balance. They move confidently and safely and are able to use a variety of tools and materials with increasing confidence. Children navigate well when using wheeled toys in the garden and are able to stop when a member of staff give the red signal and start when she gives the green signal. They have opportunities to find out about healthy eating through discussion and eating fruit at snack time.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to explore colour, texture, shape space and construct using a variety of materials, through activities like digging in bowls of soil, painting and sticking materials together. They are encouraged by skilful staff questioning to talk about how they are feeling and have good opportunities to use their imagination during activities like role play and using props from the song box. Children enjoy singing and explore sound through planned music activities.

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

- Improve the organisation and accessibility of the book area to encourage children to look at books independently and refer to them for information.
- Improve the accessibility of the computer area to encourage children's independence and use of the computer.
- Increase opportunities for children to gain independence through activities such as pouring their own drinks and helping with tasks like setting the table.

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.