



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 123082

DfES Number: 533026

INSPECTION DETAILS

Inspection Date 08/03/2005
Inspector Name Sue Boylan

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Eveline Day Nursery (Ritherdon Road)
Setting Address 30 Ritherdon Road
Tooting
London
SW17 8QD

REGISTERED PROVIDER DETAILS

Name Eveline Day Nursery Schools Limited (THE) 1096078

ORGANISATION DETAILS

Name Eveline Day Nursery Schools Limited (THE)
Address 14 Trinity Crescent
Upper Tooting
London
SW17 7AE

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

Eveline Day Nursery (Ritherdon Road) is one of five day nurseries and one day school run by Eveline Day Nursery's Schools Ltd. It opened 1964 and operates from a three floor Victorian house in the Balham area. It is situated within walking distance of local shops, parks and serves the local community. A maximum of 36 children may attend at any one time. The nursery is open each weekday from 07:30 until 18:30 all year round. The children share access to a secure enclosed outdoor play area.

There are currently 36 children from 3 months to under 5 years on role. Of these one receives funding for nursery education. The nursery will support children who have special educational needs and who speak English as an additional language.

The nursery employs 17 full and part time staff work who work with the children. 14 of the staff hold appropriate early years qualifications and 3 staff are working towards a qualification.

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

How effective is the nursery education?

Eveline Day Nursery (Ritherdon Road) provides good quality nursery education that helps children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff create a welcoming and caring environment where children are confident and settled. An effective routine is provided with resources accessible to the children encouraging independence. Staff have a sound knowledge of child development and are currently developing an understanding of the foundation stage and early learning goals. Staff make good observations of the children's progress but are not recording and assessing the next steps for learning.

Children take part in a good variety of activities and experiences over the course of the day. The nursery are currently developing the curriculum plans to ensure all six areas of learning are covered in greater detail. Staff have a positive approach and manage the children's behaviour well. Children are given good opportunities to extend their knowledge and understanding of the world by learning about natural resources and the local community. Children are given very little access to resources that develop climbing and balancing skills.

Leadership and management is generally good. Staff have clear roles and responsibilities. There is commitment to staff training and development. There is no formal system in place for monitoring and evaluating the quality of the provision.

There is good partnership with parents. Parents are kept up to date and well informed about the provision including topics and activities. They have regular opportunities to meet their child's key worker to discuss their progress.

What is being done well?

- Children are confident and settled. They form strong relationships with each other and adults and are eager to take part in activities.
- Staff encourage independence and resources are organised to enable self selection with good opportunities to increase self help skills.
- Staff use consistent strategies to promote good behaviour and consideration for others by giving clear boundaries. They are skilled at settling children into the group and pay good attention to the children's emotional well being.
- Children are competent with simple programmable toys. They enjoy seeing how they work and sometimes relate the play to their own experiences at home.
- There are very good opportunities for children to explore a variety of different creative media both independently and adult led.

What needs to be improved?

- the resources to allow children to extend their climbing and balancing skills.
- the system to assess children's progress and relate it to the next steps for learning.
- the system for monitoring and evaluating the quality of the provision

What has improved since the last inspection?

This is the nursery's first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, sociable and motivated to learn. They make good relationships with each other and with adults in the setting. They co-operate to complete activities, share and take turns. They show good independence in choosing activities, selecting their own materials, helping themselves to seconds at dinner, using the toilet and washing hands. Children show high levels of concentration and will often persist at an activity or game for extended periods of time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are beginning to communicate confidently and are keen to use their vocabulary to start conversations and talk about their ideas and experiences. They listen to stories remembering familiar phrases from memory and join in singing songs with enthusiasm. Children are using resources freely to draw and make marks at every opportunity. They can recognise their own names. There are not always enough opportunities for children to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to show an interest in number and staff make good use of everyday routines to encourage counting, for example, when going up and down the stairs and counting the grapes at lunch time. They are finding out about shape, size and measure, for example, when building a bridge for the cars to go under and adding ingredients when cooking. There are numerals displayed around the room and children are just starting to recognise number.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk about past and present events in their lives. They access with enthusiasm a range of materials to cut, draw and stick independently. Staff provide good opportunities for children to learn about the natural world through topic based work, for example, mini beasts, planting seeds and watering them. Children are confident in the use of simple programmable toys. They are introduced to a variety of traditions, cultures and beliefs and have weekly French lessons.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move freely and confidently with pleasure and enthusiasm. They are using a variety of tools and equipment such as scissors, cutlery, pencils and cutters with increasing coordination and control. They enjoy music and movement sessions where they can stretch, touch their toes and dance. Children can peddle tricycles and are showing an awareness of space around them. There are not enough opportunities to extend climbing and balancing skills.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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There are good opportunities for children to explore a range of media and materials by shaping play dough and collage. They can differentiate colour and experiment with different painting techniques. Children express their imaginations spontaneously and self expression is encouraged. Children enjoy singing, they have favourite songs which they are happy to sing independently to the whole group

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 use of resources to promote children's development in climbing and balancing
- develop the system to assess and monitor children's progress in relation to the early learning goals
- develop the system to evaluate and monitor the education and activities.

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.