



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 129022

DfES Number: 590406

### INSPECTION DETAILS

Inspection Date 11/10/2004  
Inspector Name Josephine Geoghegan

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Goldsmiths College Nursery  
Setting Address Goldsmiths College, Lewisham Way  
New Cross  
London  
SE14 6NW

### REGISTERED PROVIDER DETAILS

Name Goldsmiths College University Of London

### ORGANISATION DETAILS

Name Goldsmiths College University Of London  
Address Goldsmiths College Nursery  
Goldsmiths College  
Lewisham Way  
London  
SE14 6NW

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Goldsmiths College Nursery is managed by the College Personnel Department and has been registered to provide day care since 1991. The nursery is located in a residential area within the Borough of Lewisham. It operates from an end of terrace house that is accessed within the college grounds. The nursery is open Monday to Friday, 8.30am to 5.30pm, 9am to 5pm during college holidays, for both staff and student users.

The nursery is registered to provide full day care for twenty-three children under five years, at any one time. There are presently 26 children on roll and eight staff members who are suitably qualified and/or experienced. There are no children currently attending who have identified special educational needs or use English as an additional language, although there are systems in place to provide support. There are three group rooms arranged over two floors of the premises and an enclosed outside play area.

The nursery receives support from Lewisham Early Years Development and Child Care Partnership (EYDCP), Lewisham Early Years Advice Support Network (LEARN).

### How good is the Day Care?

Goldsmiths College Nursery offers satisfactory quality childcare with some good aspects relating to Care, Learning and Play and the physical environment.

Staff are suitably qualified and experienced and show commitment to constant development of the quality of service and good communication. All required documentation and a comprehensive range of policies and procedures are in place to ensure the nursery is managed effectively. Each group has a good range of toys available that are sufficient in quantity and variety to ensure all children can be purposefully engaged. Improvements to the equipment available would allow staff to take younger children on more regular outings and make all outside play equipment accessible. Staff make good use of the available play space, creating a bright,

stimulating and welcoming environment.

There are good security systems in place. The staff implement a range of policies and procedures to promote good health and safety within the nursery and while on outings. However, some safety improvements are needed regarding the deployment of staff throughout the day and within the premises. Staff promote good hygiene practises when nappy changing and follow clear procedures relating to sickness, medication and accidents. Staff knowledge of food hygiene procedures and information regarding food need updating to ensure they meet environmental health standards.

Staff support children's learning well, developing their interests and responding to their needs. They use the curriculum guidance for the foundation stage and the guidance of the birth to three matters effectively. Staff use their assessments of children's learning to aid future planning, enabling each group room to provide a wide range of age appropriate activities and experiences that are enjoyed by children and promote all areas of learning.

Partnership with parents is good. They are offered a variety of information about the setting and their child's progress.

#### **What has improved since the last inspection?**

The setting has made very good progress since the last inspection by providing a new enclosed outdoor play area with soft-surface flooring, a separate play area for children under 2 years and a variety of age appropriate play equipment.

#### **What is being done well?**

- Care, learning and play are good. Staff respond well to the children's interests, encourage play and ask questions that make children think and extend their vocabulary. Staff caring for children under 2 years show a good awareness of meeting children's individual needs. Children of all ages are provided with a very good range of activities that promote learning in all areas.
- Staff make very good use of the nursery environment. The nursery is bright, stimulating and welcoming. Space is used effectively, children are grouped by age enabling each group room to meet the needs of all children well.
- Partnership with parents is good. They are offered a variety of information about the setting and their child's progress. Staff in the baby room ensure parents are provided with general information about their child on a daily basis.

#### **What needs to be improved?**

- Equipment needs to be improved to ensure staff are able to take younger children on more frequent outings and storage facilities need to be improved

to allow staff to make the best use of all outside equipment and toys available.

- Safety needs to be improved regarding the deployment of staff throughout the day. The use of the electric room must meet the any recommendations set by the fire safety officer. The soil pipe in the basement bathroom must be made safe or inaccessible to children. The glass kitchen roof must be made safe to ensure it does not leak onto the kitchen floor, causing a slipping hazard.
- Staff knowledge of food hygiene procedures need to be improved to ensure the setting meets Environmental health standards. Relevant information must be shared with parents.

### Outcome of the inspection

Satisfactory

### CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

### WHAT NEEDS TO BE DONE NEXT?

#### The Registered Person should have regard to the following recommendations by the time of the next inspection

| Std | Recommendation  |
|-----|---|
| 5   | Ensure that sufficient/suitable furniture/equipment is available to meet the need of children; in this case, buggies to enable children under 2 years to go on outings and storage for outside play equipment.  |
| 6   | Meet any recommendations made by the Fire Safety Officer, in this case, regarding the use of the electric/storage room and immediately fit a smoke detector as an interim safety precaution.  |
| 6   | Ensure proper precautions are taken to prevent accidents; in this case, ensure the glass kitchen roof is safe and does not leak causing a slipping hazard; ensure the soil pipe in the basement bathroom is safe and any rust/unsuitable paintwork is inaccessible. |
| 7   | Ensure that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health requirements.  |
| 7   | Meet any recommendations made by the Environmental Health Officer, in this case, regarding the preparation of meals. Update the information provided to parents to ensure they are aware of providing safe food,  |

|  |  |
|--|--|
|  | taking into account appropriate foods for re-heating and storage facilities. |
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## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Goldsmith's nursery provides good quality nursery education which helps children make generally good progress towards the early learning goals with some very good aspects in mathematical development and knowledge and understanding of the world.

Teaching is generally good. Staff have a sound knowledge and understanding of the foundation stage of learning and deliver a well-balanced curriculum. Most activities are well planned and arranged to provide an interesting and stimulating environment that encourages children to work together cooperatively in small groups. Children are motivated to learn through the range of resources offered although children could be challenged further through opportunities to self-select a wider range of creative materials. Staff listen and respond well to children, giving them space and time to try out new activities.

Leadership and management are generally good. Staff receive much practical support in their work with children and senior management provide good role models. Staff have good opportunities for further training and are able to use these experiences well to review practice. More accessible storage arrangements for resources and effect planning around meal and snack times, would enable children to develop more independence and less reliance on staff direction. There is strong commitment to self-evaluation and to ensuring good quality care and education is provided.

Partnership with parents and carers is generally good. Parents and carers are welcome into the nursery and staff establish positive relationships where information is exchanged verbally on a daily basis. Staff share their assessment of children's progress and achievements with parents although a collaborative approach is not adopted in report production. Good written information is made available to parents and carers about the setting and children's learning intentions, helping to keep them well informed of children's activities.

### What is being done well?

- Staff apply much thought and attention to detail when setting out activities so that they are attractive to children and encourage exploration and experimentation.
- Visual displays clearly demonstrate how text and words carry meaning, encouraging and supporting children's understanding of language.
- Resources for maths fully support children's learning and staff use these effectively to help children count, match, calculate and gain confidence in number skills.

- Children have very good opportunities to find out about and identify some features of living things using all their senses and through many good practical 'hands-on' experiences.

#### **What needs to be improved?**

- Opportunities for children to develop self-help skills and some independence, specifically around snack and meal times, helping to prepare the setting, pour their own drinks and serve themselves and others, promoting personal, social and emotional development.
- Opportunities for children to self-select a wider range of materials, equipment and tools, to use these creatively and imaginatively, promoting fine motor skills and creative development.
- Opportunities for parents to contribute to assessment and records of children's progress and achievements.

#### **What has improved since the last inspection?**

N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are making generally good progress in personal, social and emotional development. They are able to play happily and co-operatively as part of a group and show a strong sense of belonging. They understand the need for sharing and rules and play purposefully and constructively together. Children are very capable of making appropriate choices and selections and with less direction from staff in some activities, would be able to experience greater freedom and independence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are making generally good progress in communication, language and literacy. They listen carefully and are able to express views and ideas when engaging in role-play with others. Children are able to recognise and sound out letters of the alphabet and they appreciate that text and labels carry meaning. Arrangements for accessing and enjoying books are not ideal but children do enjoy stories read to them and are able to relate these to everyday experiences.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. They are able to see and use number names in everyday activities and enjoy counting and matching. Children keenly discuss shape and size and explore patterns using a wide range of mediums. Children have a good understanding of language for maths and enjoy practical activities where they can calculate and talk about position and quantity. Children show much curiosity and are persistent in problem solving activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress in knowledge and understanding of the world. Resources are attractively displayed and visually stimulating to encourage exploration and promote learning. Children participate in a wide variety of activities both in the nursery and outside of the setting enhancing experiences that develop a sense of time and place. Children are confident in their use of construction materials and show a good level of competence in using a computer, keyboard and mouse.



### **PHYSICAL DEVELOPMENT**

Judgement: Generally Good

Children are making generally good progress in physical development. They move freely and with confidence, negotiate use of space, steer well and avoid obstacles when playing in the outside area. Children generally choose to ride bikes and use climbing equipment in favour of using resources that develop hand and eye co-ordination. Children have limited access to tools such as cutlery, musical instruments and CD player, which promote fine motor skills and physical activity within the nursery.

### **CREATIVE DEVELOPMENT**

Judgement: Generally Good

Children are making generally good progress in creative development. They take pleasure in handling and exploring a range of textures and shapes and talk excitedly about what they can see, hear, smell and taste. Storage arrangements limit opportunities to self-select creative and malleable materials, reducing the quality of experiences for self-expression and experimentation. Children are able to use their imagination well through role-play, using a wide variety of well-presented resources.

**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**

- Create opportunities for children that promote self-help skills and independence.
- Provide opportunities for children to self-select resources that support and encourage creativity, enjoyment of books and development of fine motor skills.
- Make arrangements for parents and carers to contribute to the assessment process of children's progress and achievements.

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*