



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137834

DfES Number: 532136

INSPECTION DETAILS

Inspection Date 25/03/2004
Inspector Name Caren Carpenter

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Roe Green Nursery
Setting Address Holy Innocents Church Hall
Bacon Lane
Kingsbury
NW9 0LT

REGISTERED PROVIDER DETAILS

Name 'Roe Green Nursery Limited' 04404602

ORGANISATION DETAILS

Name 'Roe Green Nursery Limited'
Address 44 Roe Green
London
NW9 0PE

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

Roe Green nursery was opened in 1989. The nursery operates from a church hall which is situated in the area of Kingsbury within the London Borough of Brent.

The nursery serves the local diverse community. The area used by the nursery includes one large main hall, two smaller halls and an outside play area.

There are currently thirty five children from two years to four-years-old on roll. This includes thirteen funded three-year-olds and nine funded four-year-olds. The setting supports children with special educational needs and who speak English as an additional language.

The nursery opens five days a week, all year round, with the exception of bank holidays, from 8.30am to 3.30pm.

There are six staff employed to work with the children. All staff hold relevant early years qualifications.

The setting receives support from the Early Years Development and Childcare Partnership. All the staff regularly attend EYDCP training.

How good is the Day Care?

Roe Green nursery provides a good standard of care to the children.

The group provides a rich and stimulating environment, in which children's learning is well promoted towards the early learning goals.

Children have access to a good selection of toys and equipment, which promotes their learning. Children's independence is encouraged and supported very well by staff. They are able to select their own toys and activities and initiate their own learning.

Staff have good working knowledge of the early learning goals. They plan, evaluate

and review activities to ensure that the learning intentions for children are achieved.

Staff work well together as team to meet the needs of all the children. They are caring, supportive, friendly, approachable and have formed good relationships with the children.

Staff provide very good support for children with special educational needs and children with English as an additional language.

Staff give priority to children's safety both inside and outside the premises. There are clear policies for safety in place. However the setting must comply to the Local Authority's Health and Safety recommendations.

The setting has very good working relationships with parents. They receive written information about the education programme and regular newsletters keep them informed of nursery events. Parents are invited to attend termly meetings to discuss the older children's written progress reports with staff. However parents of younger children have limited opportunities to meet formally with staff to discuss their children's developmental progress. Parents are provided with good opportunities to participate in a range of cultural festival celebrations in the setting.

All required documentation and records are maintained, however some lack the necessary details. The setting ensures that policies and procedures are readily accessible to parents at all times.

What has improved since the last inspection?

The setting has addressed all actions made at the last inspection and have made good improvements. This was confirmed in writing to Ofsted in October 2002. This has improved the safety for children. The setting ensures that Ofsted is kept informed of all new staff, by providing relevant forms. The written policy for sick children has been developed and is in place.

What is being done well?

- Children have access to a very good range of learning equipment and toys. They are confident and are able to select and imitate their own learning.
- Staff have good working knowledge of the early learning goals. They are able to plan activities which provides good challenges to all the children.
- Staff have created an environment, which allows children to form good relationships with adult and staff.
- Children with Special educational needs and children with English as an additional language is supported very well by staff.
- Staff work very well as a team which contributes to children's learning. Staff welcomes and encourages parental involvement with in the nursery.
- Partnership with parents is very good, staff provide regular feed back to parents about their children's developmental progress and are provided with

termly reports about their children's progress

What needs to be improved?

- the daily record of the arrival and departure times children. This will ensure that accurate and up-to-date records are kept on the children's attendance.
- comply to health and safety recommendations made by Brent Health & Safety Licensing. This will ensure that all aspect of the premises will meet current Health and Safety regulations.

Outcome of the inspection

Good

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
6	comply to health and safety recommendations made by the Local Authority's Health & Safety Department
14	ensure that children's daily attendance record includes arrival and departure times.

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

How effective is the nursery education?

The nursery provides a good educational programme which helps children make very good progress towards the early learning goals.

The quality of teaching is very good and staff have a sound knowledge of the foundation stage of learning. Staff plan challenging and stimulating activities extending children's development. Children are making very good progress in their personal, social and emotional development. They are confident and keen to learn and take part in new experiences. They receive good support from staff within a caring environment, this helps develop their independence. They settle well at their chosen activities and respond well to those led by staff. They are making very good progress in communication, language and literacy. Staff effectively extend their language through topics and conversation. They are making very good progress in their mathematical development. Good emphasis is placed on numbers and counting through planned activities and resources.

Children's behaviour is very good, they are polite and helpful towards each other, and are learning to play co-operately together.

Staff provide good support to children with Special Educational Needs. They work closely with specialist agencies to develop an individual educational plan and a suitable policy is in place.

Leadership and management is very good. Staff are encouraged to attend training to develop their skills and knowledge. The manager offers good support to staff through regular supervision.

Partnership with parents is very good. They are given a good information about the early learning goals. There are good opportunities for them to learn about their children's progress, in meetings and daily feedback from staff. They are provided with written achievement reports and have good opportunities to meet with staff to discuss their children's progress. Parents have limited opportunities to contribute with planning for the next step in their children's learning.

What is being done well?

- Staff have good working knowledge of the early learning goals. They plan stimulating and challenging activities to promote children's learning in all areas.
- Children are well behaved, they respond positively to staff. Staff discuss simple rules and give clear and consistent guidelines for good behaviour.
- The programme for communication, language and literacy is very good. Strong emphasis is given to the development of speech and language skills.

Children are developing good skills in their early reading and writing skills. They confidently identify the sounds and shapes of alphabet letters. Children are interested in books and use them confidently. Focused topics are used effectively in helping all children including those learning English as an additional language to develop.

- The programme for mathematics is very good, children identify shapes correctly and use good mathematical language throughout the day. Practical addition and subtraction takes place using a variety of toys, this is reinforced well through number rhymes and songs. They have good opportunities to create patterns of shape, colour and size using beads, plastic bears and other toys.
- Children with special educational needs are supported well by staff. They work with specialist agencies and plan and evaluate activities according to their individual educational plans.
- Children are making very good progress in creative development. They have good opportunities to explore sound using the freely available range of musical instruments. They are imaginative in their use of the dressing-up clothes, cars, garage and the role-play area. They have good opportunities to act out stories such as " The Three Little Pigs, Sleeping Beauty and the Little Gingerbread Man".
- There are good communication systems in place for staff and parents. Staff work well in partnership with parents, they are provided with written reports of their children's progress towards the early learning goals.

What needs to be improved?

- provide opportunities during parents meetings for parents to share their observation of their children's learning at home, this will assist parents to contribute with planning for the next step in their children's learning.

What has improved since the last inspection?

At the last inspection the setting was required to provide parents and carers with information about the early learning goals. The setting now provides parents with written information about the early learning goals and of the learning intentions for activities. The educational programme is displayed on the parents' notice board. This provides good opportunities for parents to be kept informed of their children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They display a high level of involvement during activities. Children are interested and motivated to learn independently and in groups. Children are given lots of opportunities to build on their independence and show increasing independence in activities. They sit and concentrate well during story time and cooking activities. They behave well and are considerate of each other; the staff's high expectations improve their behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

They are making very good progress in communication, language and literacy. They listen well to stories and have opportunities to ask questions. Children have good opportunities to link sounds to letters during practical activities. They have good opportunities to participate in weekly French lessons and are developing their early reading and writing skills. Some of the three and four-year-old children are writing recognisable letters and are able to write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They use mathematical language in daily situations. They are able to match and compare size, colours and shapes. They have good opportunities to solve practical problems during the daily routine. They use numbers well and are able to count up to 10 and beyond. For example, children were observed counting pieces of fruit during circle time and counting ingredients during cooking activity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

They are making very good progress in this area. They are constructing and building using a wide range of tools. They are investigating and learning about living things. For example, they are learning about the life cycle of frogs. They have good opportunities to use information and technology and programmable toys to support their learning. They are learning about different countries around world. They have a good range of resources available to reflect the diversity of cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They are able to play outside riding bikes, running and jumping developing their large motor skills. They move around safely and show awareness of space for themselves and others. Children handle small tools and objects with increasing control, for example cutting with scissors. They have good opportunities to practice their fine motor skills when writing and painting. They are learning about staying healthy through the daily routine.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in creative development. They have good opportunities to explore colour, shape, space, texture and form. For example, when mixing paint, making and playing with play dough. They can make a range of models with boxes and tubes. They have good opportunities to explore music, rhythm and dance during regular dance and music sessions. They have good opportunities to participate in role-play and have good access to dressing up clothes and the home corner.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but the following points for development should be considered in the action plan.
- improve opportunities for parents to contribute to planning for the next step in their children's learning.

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.