



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 123187

DfES Number: 500496

INSPECTION DETAILS

Inspection Date 08/09/2004
Inspector Name Michelle Smith

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Noddy's Nursery School
Setting Address Trinity Church Hall, Beaumont Road
London
SW19 6SP

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Sarah & William Edwards
Address 369 Wimbledon Park Road
London
SW19 6PE

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

Noddy's Nursery School opened in 1985. It operates from a purpose built nursery building, located in a quiet residential road. The nursery serves the local and surrounding wider area.

There are currently 108 children under 5 years on roll. This includes 22 funded 3 year olds and 19 funded 4 year olds. The nursery supports children who have special needs and children who speak English as an additional language. Children attend full day sessions.

The nursery opens five days a week, all year round, from 08:00 until 18:30

Twenty two full time and five part time staff work with the children. Eighteen staff have early years qualifications. Seven staff are currently on training programmes. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

The nursery has a Montessori emphasis in the group rooms for children over two years old.

How good is the Day Care?

Noddy's Nursery school provides satisfactory care for children. There is a warm and welcoming environment for children and parents. The provision is well organised and effective use is made of the staff and resources to ensure children are well cared for. Most aspects of health and safety are satisfactory.

Staff interact positively with the children and build good relationships with them. They set clear consistent boundaries for children. Provision for the babies is very good. Staff give excellent attention to meeting babies individual needs for eating and sleeping routines. Children are happy and settled, and are encouraged to take part in all the activities provided.

Children are provided with well balanced and nutritious meals and good hygiene practice is encouraged through routines. Staff plan a good range of practical activities and experiences, which they adapt according to the age, and ability of the children. Equality is acknowledged, a range of resources reflect positive image of cultures and there are celebrations of different religious festivals.

There is a good partnership with parents. Information is shared through informal contact with staff and regular newsletters. Parents are warmly welcomed into the setting and are valued for their contributions to activities and nursery events. Most written procedures and record keeping systems are in place.

What has improved since the last inspection?

No action form last inspection.

What is being done well?

- Staff develop good relationships with the children and are responsive to their individual needs. They interact and communicate well with the children, provide them with a good range of accessible play equipment, and make sure they are happy and settled.
- Staff give excellent attention to meeting babies individual needs for eating and sleeping routines.
- Warm and welcoming environment for the children and parents also parents are encouraged to share their cultural differences and work professions within the nursery.

What needs to be improved?

- supervision of children in the outside area
- safety in the outside area
- records in regards to medication procedure

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
4	ensure that the nappy changing areas have appropriate disposal units.
6	conduct a risk assessment on the premises identifying and taking action to minimize identified risks in the outside area.
6	make sure that premises are secure and that children are unable to leave outside area unsupervised

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

How effective is the nursery education?

Noddy's Nursery School provides good quality education overall, which enables children to make generally good progress towards the early learning goals. Provision for children's personal, social and emotional development, as well as their mathematical and creative development is particularly well planned and, children are making very good progress in these areas.

The quality of teaching is generally good. Staff form good relationships with children and plan a variety of activities, understanding what children learn from them. Good quality resources in the classroom are not always accessible to children due to the room organisation. The outdoor area is used very well to promote children's physical skills, but there are limited opportunities for children to learn about health and bodily awareness. Children are divided into smaller groups for some activities to help them gain confidence.

Staff assess children's learning against the six early learning goals but fail to conduct regular observations on the day to day achievements of children. Planning does not indicate how older and more able children can be challenged.

The leadership and management of the nursery are generally good and benefit from having a committed staff team. The leader encourages staff to embrace training opportunities and conducts regular appraisal and supervision sessions. The leader has not recognised the gaps in the curriculum, and although there are excellent resources within the room, the IT equipment has not been maintained.

The partnership with parents is generally good. Parents spend time talking informally to staff about their children, and are well informed of forthcoming events. Parents can find out about the days activities through evaluation notes that are posted onto the classroom window. Parents receive a progress report about their child at the end of each term, and are encouraged to be involved in their child's learning.

What is being done well?

- Children gain confidence in the setting with staff offering praise and encouragement for their achievements. Staff value what children say and do and give them opportunities to explore and investigate objects and creatures of the living and natural world.
- Staff promote good behaviour and consideration for others by acting as role models and using a calm and polite manner, which sets a good example to children.
- Children's mathematical skills are promoted effectively through a range of planned activities that help them explore number, shape, position size and

quantity. They solve practical problems like how many plates are needed for a meal in the home corner restaurant, and explore addition and subtraction through songs and practical activities.

- Children have many opportunities to be creative using colour texture and shape in their art and design activities. They use music and role play to explore their imaginations and respond to experiences using all their senses as appropriate.
- Staff benefit from a management team that encourages them to embrace training opportunities both internally and externally, and the children benefit from a consistent and committed staff team.

What needs to be improved?

- the frequency of observations conducted on children
- the planning of activities that challenge, extend and stimulate four year olds and the more able three year olds
- the use of the information and communication technology equipment
- the attention given to teaching children the importance of staying healthy and being aware of their body

What has improved since the last inspection?

Generally good progress has been made since the last inspection.

Planning now incorporates the early learning goals and is based on educational assessments conducted on children.

Some progress has been made to extend and challenge the four year old and more able three year old children. For example they are given responsibilities for serving during snack time. They are also challenged during some activities to practice free hand writing and during mathematical activities to solve simple problems. However, these children are not targeted on short term planning, to assist staff to provide challenges and interesting activities that will stimulate and enable them to concentrate more effectively.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have high levels of self esteem, are confident, interested and motivated to learn. They form firm friendships and play cooperatively together. They are well behaved with many confident enough to speak up in a familiar group. Children are able to work independently and show developing ability to concentrate for periods of time. They understand that people have different needs and are given opportunities to learn about other cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use articulate language to express their feelings and share their experiences. Many are able to write recognisable letters and make marks in purposeful play. They have opportunities to link sounds to letters and to practice writing letters of the alphabet. Children do not have the opportunity to choose books as part of free play activities.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count up to ten and some children count to higher numbers. They can recognise numbers and are progressing well with their calculating skills. They use developing skills to solve practical problems and can name basic shapes. Children have opportunities to explore shape, position, balance, size and quantity through regular planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate and explore the natural and living world with interest and enthusiasm. They build and construct with a purpose using a wide range of objects. Children understand the difference between past and present and are developing a good understanding of the world and the community they live in. There are limited opportunities for children to use information and communication technology whilst at the nursery.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing fine motor skills through activities where they use small tools such as pencils, scissors, sellotape, cutlery and glue sticks. They pedal wheeled toys confidently manoeuvring in and out of spaces with control and co-ordination. They regularly climb and balance and are confident when throwing, kicking and patting balls. The children have limited opportunities to learn about the importance of good health and hygiene and to develop knowledge about their bodies.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore texture, colour and shape with interest. They get to know their primary colours and then experiment adding others colours to develop knowledge of how they can be changed. Children act out real and imaginary experiences and enjoy regular music sessions where they learn simple songs from memory and play musical instruments. Children explore their senses during food tasting sessions and by touching and describing different textured materials.

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 frequency of when observations are conducted on children so that planning can be informed of the next steps of development and assessment
- Ensure that activities are planned that challenge and stimulate four year old and the more able three year old children
- ensure that children are given regular opportunities to learn about information and communication technology and, that children have opportunities to develop awareness of their body and the importance of staying healthy

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.