



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 119601

DfES Number: 583855

INSPECTION DETAILS

Inspection Date 05/03/2004
Inspector Name Maureen Mullins

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Overland Childrens Centre
Setting Address 60 Parnell Road
Bow
London
E3 2RU

REGISTERED PROVIDER DETAILS

Name London Borough Of Tower Hamlets

ORGANISATION DETAILS

Name London Borough Of Tower Hamlets
Address Mulberry Place, 5 Clove Crescent
London
E14 2BG

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

The Overland Children's Centre is run by the London Borough of Tower Hamlets and since October 2003 has incorporated the borough's special unit for hearing-impaired children. It occupies a purpose built nursery building, in which the 3 and 4-year-olds are cared for in two mixed age groupings. Their group rooms open onto a verandah. The centre is open from 08:00 to 17:50, Monday to Friday, for 51 weeks in the year.

There are currently 50 children on roll, of whom fifteen 3-year-olds and one 4-year-old are in receipt of government funding. Nine of these children have special educational needs and nine of them have English as an additional language.

Children are cared for by a suitably qualified nursery staff of 10, in addition to administrative staff and domestic staff. Staff have the support of the Early Years advisor. The centre also has the services of specialist staff for the hearing-impaired children. In addition to the care for the children, the staff also run a group to help parents develop their own skills. Families using the centre come from all over the borough and reflect the cultural diversity of the area.

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

How effective is the nursery education?

The provision for nursery education at Overland Nursery is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good and is the key strength of the setting. Staff have a very clear understanding of the early learning goals. Planning is simple, clear, comprehensive and effective. Staff know exactly what they want to achieve through each activity and they have precise aims for each child in the different areas of learning. The communication skills of both hearing and hearing-impaired children are particularly well fostered. Hearing-impaired children learn to articulate words and hearing children learn to use sign language. The assessment of children's attainment and progress is very effective and the records kept are exemplary. Children with special educational needs and those for whom English is an additional language are well cared for.

Staff interact very well with the children. They have high but appropriate expectations for children's behaviour; consequently, children are well behaved.

The leadership and management of the centre are very good. Two members of staff attend every training session organised by the Borough. The provision and children's progress is effectively checked, both by constant observation and by the regular monitoring of children's record books. Everyone working at the Centre is committed to the improvement of care and education of all the children.

The partnership with parents is very good. Staff give parents good information about the provision of the centre. They encourage them to be part of the community and run a weekly skills session for them. Parents get very good information about their child's achievements and progress.

What is being done well?

- The quality of the teaching is the key strength of the nursery. Staff have a clear understanding of the early learning goals and planning is skilful and effective.
- Provision in all six areas of learning is very good. Staff give appropriate importance to fostering children's personal, social and emotional development and in developing their communication skills.
- The leadership and management of the centre is very effective. Staff have suitable on-going training and the provision for the children is well monitored.
- Staff work hard to foster a good partnership with parents and carers.

What needs to be improved?

- continued opportunities for fostering children's communication skills and in particular (for those who can), the development of children's vocabularies and use of sentences.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. It has changed character since the last inspection in December 1999. It no longer has significant numbers of 4-year-olds and it now incorporates a unit for hearing-impaired children. The standards now are uniformly high and so good progress has been maintained in all areas. In particular the format of the written report of children's attainment and progress has been improved and is now a model document. The partnership with parents has been improved with the provision of a toy library.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are very well behaved. They learn to concentrate well and often continue with the same activity for long periods of time. Staff effectively help the children to have good relations with each other. Children learn to share and take turns, for example, when using tricycles. They develop good levels of independence, for much of the time choosing their own activities, and putting on a plastic tabard without being reminded when starting something messy.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff work hard to foster children's communication and talking skills. Many hearing children learn to sign to communicate with a hearing-impaired companion. The children listen well, for example, at circle times and other group activities. Staff effectively foster children's love of books. Children have suitable activities to become familiar with letters and writing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The staff develop children's mathematical understanding well. They frequently encourage children to count and children enjoy recognising and ordering numbers, for example, in a puzzle. The staff give children a suitable range of well-planned activities, including sorting, matching and pattern-making. Children learn to recognise and name shapes. They learn mathematical language for measurement, for example, when playing at the water tray or using the weighing scales.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities for investigating and exploring. Staff help children effectively to begin to know about their own culture and that of others, for example, children celebrate a wide range of festivals. Children have very good opportunities to look closely at the natural world. They help to look after a variety of pet animals and have a digging garden. A good selection of small world toys helps them to become familiar with features of their environment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move well and with a good sense of space, for example, when using wheeled toys. Their climbing and balancing skills are good. Staff carefully foster the development of children's hand and finger skills. Children have daily opportunities for playing with small equipment and also with writing tools to develop a good pencil grip. Staff carefully teach children to safely use tools such as scissors.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have suitable opportunities to explore colour, shape and form and to use a variety of techniques, for example, painting, printing and collage work. Children know a variety of songs and enjoy using percussion instruments. Staff foster children's imagination well through stories and pictures. Children learn to respond to their senses, for example, when cooking, Staff help children respond to what they experience, for example, through role play and the use of puppets.

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; however, consideration should be given to improving the following:
- Continue giving prime importance to fostering children's communication skills and in particular, widen children's vocabulary and encourage those who can to speak in sentences.

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.