



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 159946

DfES Number: 530346

INSPECTION DETAILS

Inspection Date	24/02/2004
Inspector Name	Madeline Watson

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Aylesbury Early Years Centre
Setting Address	Taplow House Dawes Street London SE17 2EB

REGISTERED PROVIDER DETAILS

Name	London Borough of Southwark
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ORGANISATION DETAILS

Name	London Borough of Southwark
Address	John Smith House, 144-152 Walworth Road London SE17 1JL

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

Aylesbury Early Years Centre was opened in 1972 and is part of the early years provision for the Borough of Southwark. It is based in purpose built premises situated in the midst of a densely populated area of South East London. The 3 and 4-year old children have the use of one very large room and two outdoor spaces, one of which is a small gardening area.

The centre is open from 8:00 until 18:00 on each weekday over 48 weeks of the year, for children aged from 6 months to 5 years. Most of the children live locally, but some come from further away as their parents attend a local college. The children reflect the cultural diversity of London. There are ten 3-year-olds and nine 4-year-olds who receive funding. For seven of these children, English is not their first language. The setting supports a number of children who have a statement of special educational needs.

Three childcare practitioners provide care and education for the 3 and 4-year old children and the nursery benefits from input by a wide range of additional practitioners and services.

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

How effective is the nursery education?

Provision is of high quality and children are making very good progress towards the early learning goals in all six areas of learning. The quality of the teaching, leadership and management, as well as the partnership with parents and carers, make a significant, positive impact on the provision.

The quality of teaching is very good. Staff plan a rich variety of activities which are appealing and challenging. Resources are of very good quality and are well organised to be appropriately accessible to the children. Staff engage the children in meaningful conversations and use questions to help them think things through and extend their ideas.

The systems for planning activities and assessing children's progress are appropriate and very useful. Staff know the children well. They use the record keeping systems to ensure that activities are appropriately challenging for the children's current stage of development and that plans lead on to the next steps for the children's learning.

The leadership and management of the nursery are very good. Special initiatives, such as the 'gifted and talented project', enrich the programme. This brings contact with creative specialists and museums such as the Tate Modern. Sure Start, an early language development group and a transition project worker add to the range of services. The manager and deputy lead a committed staff team. Staff meetings and training days are well used to plan and monitor the learning activities.

The partnership with parents and carers is very good. Parents and carers have many opportunities to find out about the nursery activities through displays, notice boards and talking to staff informally on a daily basis. More formal parents evenings are held regularly and parents can share information about their child's development. Staff provide take-home advice sheets for each learning topic, so that parents and children can share linked activities at home.

What is being done well?

- Staff interact very positively with the children, respond to their good conversation skills and encourage them to extend their thinking.
- Children develop very good language skills. They ask questions and take part in social conversations and discussions during activities.
- Staff give kind, consistent, and thoughtful support to the children when they are developing appropriate behaviour and social skills.
- The wide range of learning activities planned for each week offer children many interesting learning opportunities.

- Accessing external resources, such as through the 'gifted and talented project', greatly enrich the learning programme for the children.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- safety checks and repairs to the older children's outdoor climbing and balancing apparatus, so they can use it on a daily basis.

What has improved since the last inspection?

The nursery has made very good progress since the last inspection. As a result of the last nursery education inspection the setting was to consider how to maintain its very high standards. The nursery staff regularly review their practice and continually strive to improve. The outcome of the current inspection indicates that it has maintained the very high standards, which has enriched the learning opportunities for the many children who have attended the nursery.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident and enthusiastic in their learning activities and demonstrate good self-esteem. Throughout each day they engage in meaningful conversations with other children and adults. The children are all learning to behave well and are treated with respect by the adults. The children show independence in choosing activities, acting as volunteers for practical tasks and taking themselves to the toilet.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children have well-developed vocabularies which they use confidently in conversations and when asking questions. They demonstrate their ability to recognise their own name and those of their friends when using name cards. There are good practical opportunities for children to practice writing their names such as when they label their art work and other work in displays.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children have many opportunities to learn about and apply mathematical language and ideas. They use shapes in art work depicting their own homes, clap out rhythms in music sessions and count up to 10 using fingers to match numbers and objects. Children can also confidently sing number songs which help them to begin to understand number operations such as 'taking away'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have opportunities for first hand experiences of the natural world such as making fruit salad and examining insects with magnifying glasses. They have access to forms of technology such as a computer and tape recorder. Participation in activities and celebrations linked to Diwali, Christmas and Black History Month help children develop appreciation of, and respect for, a range of beliefs and cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children stretch, hop and move to music to help them with coordination and balance. They enjoy opportunities outdoors for climbing and balancing although this is less challenging for the older children. Children learn to safely use tools for cutting, painting and eating lunch. Observing first aid administered for a nose bleed and a blistered foot help children learn about health issues.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Weekly sessions with a specialist music group and other enjoyable musical experiences, such as listening to drummers, offer rich opportunities to learn about rhythm, sound and related forms of self-expression. Children explore a wide range of painting and collage materials. Spontaneous responses to activities such as role-play, dressing-up and choosing pancake fillings, add to experiences of creative expression.	

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 consideration should be given to improving the following:
- provide children with daily access to the outdoor climbing and balancing equipment for older children, by ensuring that a safety check and repairs are carried out.

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.