



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131732

DfES Number: 520855

INSPECTION DETAILS

Inspection Date	10/01/2005
Inspector Name	Patricia Chapman

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Sam Morris Centre Nursery
Setting Address	Parkside Crescent Isledon Road Islington London N7 7JG

REGISTERED PROVIDER DETAILS

Name	The Committee of The Isledon Community Nursery Trust 1029478
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ORGANISATION DETAILS

Name	The Isledon Community Nursery Trust
Address	Parkside Crescent Islington London N7 7JG

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 Sam Morris Centre opened in 1996. It operates from a purpose built premises owned by a board of trustees in Holloway N7 and is situated close to Seven Sisters Road in the London Borough of Islington. The play area consists of 3 play areas and bathroom and kitchen area. The children have access to secure outdoor play area.

A maximum of 37 children may attend at any one time. The nursery is open 49 weeks of the year from 08:00 to 18:00 . The setting supports children with special needs and children who speak English as an additional language.

There are currently 36 children attending, of these, 11 receive funding for nursery education.

There are 11 full time staff working with the children. 10 staff are qualified to NVQ level 2 and 3. The manager is working towards NVQ level 4 in management. The setting receives funding from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The standard of education offered at Sam Morris Centre is of high quality and the children are making very good progress towards the Early Learning Goals.

The leadership and management and the settings ability to monitor and evaluate the provision for nursery education is very good and reflected in ongoing improvements. The senior worker has a clear vision of developmental needed over the next 12 months.

The quality of teaching is very good overall. Staff knowledge and understanding of the early learning goals is good and supported by regular training and support from the manager. Curriculum planning is very good and is fed by staffs' knowledge of children's individual interests and abilities. Staff work well as a team and the expectation for children's growing knowledge is consistent. They encourage the children's increasing knowledge through valuable practical and first hand experiences. Staff interact well with children and are attentive, extending children's achievements through valuable questioning and encouragement.

Support for children with special educational needs is good and they are making good progress across the six areas of learning. Staff manage children's behaviour well and their high expectations are reflected in the children's conduct. The accommodation and resources of the nursery are well organised to promote the children's independent learning across the areas of learning. Observations of the children's skills are well used to monitor and extend children's progress in the six areas.

The nursery gives regular feed back to parents relating to their children's progress and parental involvement is encouraged. Parents skills are frequently contributed to support teaching and physical improvements within the nursery. The failure to identify the next stage of children's developmental records shared with parents limits the parents ability to work in partnership with the nursery to support their children's learning.

What is being done well?

- The support children receive from good quality interaction with staff that helps to develop their own ideas and interests.
- The organisation of resources and routine of the day that encourages children's independent learning.
- The support children receive from staff to use resources in a creative and meaningful way.
- The positive behaviour management employed by staff to create a calm and positive environment for the children.

What needs to be improved?
<ul style="list-style-type: none">• The identification in children's developmental records of the next steps in children's individual learning across the six areas of the curriculum.

What has improved since the last inspection?
The range of activities and support from staff to extend the more able children's skills and learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good. Children show increasing confidence in their environment and initiate their own learning with staff on hand to support and guide. They talk freely about their home life and experiences and have an increasing awareness of their own and others needs. Children behave well, are independent and concentrate well while engaging in a range of activities. They form good relationships with adults and peers.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication, language and literacy is very good. They listen to stories and show an increasing vocabulary. They use speech in imaginary situations and increasingly to discuss and clarify their ideas. Children demonstrate a growing enjoyment of books and concentrate well at story time. They are learning that print carries meaning and becoming confident using tools for early writing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematics is very good. They demonstrate an increasing ability to problem solve while engaged in a range of activities. They enjoy number rhymes and the sequence of stories and events. Children show curiosity about numbers and often count reliably up to ten and beyond. They frequently talk about shape and position when engaging practical activities. They are able to sort by size, shape and colour.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children show interest in the world in which they live, ask questions and identify features which are important to them. They frequently go on outings to places of interest and are currently looking at and having discussion about pictures and models of Big Ben and the Houses of Parliament in preparation for a forthcoming trip. They make good use of technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They move with increasing confidence and enjoy music and movement sessions. Children handle tools and equipment with safety and increasing control to support activities such as drawing, cutting and model making. They have good opportunities to develop the physical skills in the outdoor area and wellington boots are provided so they can enjoy the outside environment in wet weather.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Children's progress in creative development is very good. The children respond well to a varied and sensory environment. They play out imaginative stories and are encouraged to express their own ideas while using a wide range of resources. Children regularly engage in music sessions. They have good opportunities to draw and paint and are encouraged to use resources in a creative and imaginative way.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

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:

- Detail the next stage of children's learning across the six areas of the curriculum and ensure these are shared with parents.
- Provide for parents more detailed information about the early years curriculum.

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.