



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 100615

DfES Number: 531017

### INSPECTION DETAILS

Inspection Date 19/06/2003  
Inspector Name Margaret Jean Moore

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Auden Place Community Nursery  
Setting Address 1 Auden Place  
Manley Street  
London  
NW1 8LT

### REGISTERED PROVIDER DETAILS

Name Auden Place Nursery 03121769 1051093

### ORGANISATION DETAILS

Name Auden Place Nursery  
Address Manley Street  
London  
NW1 8LT

## 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

.Auden Place Nursery is a Voluntary sector provision registered to care for 26 children from 2-5 years. Opening times are Monday to Friday 8.30 am - 5.30 pm, with sessions 8.30 am - 12.30 pm and 1.30 pm - 5.30 pm for part time children. The nursery is open all year round.

The nursery is purpose built and is situated on three floors: the ground floor with kitchen, store cupboards and the 2-3 year olds' group room; the first floor, with the 3-5 year olds' group room, and the second floor with office and staff facilities. There are toilets on each floor. Children have access to a small paved garden and there is a large park nearby.

The Nursery serves the local area, which is culturally diverse. Several children with English as a second language attend.

There are 7 members of staff including the manager and Deputy. The manager has a teaching qualification and NNEB. More than 50% of the staff have an Early Years qualification and the others are attending courses leading to childcare qualifications. The setting receives support from an advisory teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Auden Place Nursery provides satisfactory care for children aged 2-5 years.

The premises are attractive, well - constructed and spacious, Most of the play area is used well, although there are inconsistencies in planning and resources, resulting in 2-3 year olds having limited access to appropriate toys and play materials to support their learning and development. Inconsistencies in management and leadership, deployment of adults and operational planning result in poor organisation and lack of continuity for staff and children.

The standard of health and safety is satisfactory. Risk assessments are being

carried out and most staff display an understanding of procedures and how to implement these. Child Protection training has been arranged. Security of the building is good. Children's meals are well prepared, healthy and nutritious.

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Children in both rooms are given satisfactory care and staff demonstrate good management of children's behaviour. However, there are inconsistencies in the planning and presentation of activities. While 3-5 year old children receive satisfactory input, 2-3 year olds are given limited choice of resources and adults do not offer flexibility or support children by extending their play. Children's records are disorganized and stored inappropriately. Children with language difficulties or English as a second language, receive limited support, and insufficient opportunities to develop full potential.

Partnership with parents is mostly unsatisfactory. This is reflected in parent's comments.

The overall approach to sharing information is inconsistent and is not supported by relevant records or procedures.

#### **What has improved since the last inspection?**

At the last inspection, and subsequent complaint visit, a number of actions were set, mainly to do with organisation and health and safety issues. Most of these have now been addressed and the newly -appointed temporary manager continues to address outstanding issues.

Advice has been sought from the Fire Officer, and recommendations in respect of storage of large equipment, flammable materials, light fittings and use of electrical cupboard, have now been addressed Fire drills are now carried out and recorded. - Staff have been given health and safety training and food storage areas have been assessed and reorganized to meet EHO requirements. A risk assessment of the premises has been conducted, and an action plan submitted to Ofsted. These steps have resulted in greater awareness by staff and a higher level of protection for children.

#### **What is being done well?**

- The play room for 3-5 year olds is bright and welcoming providing a congenial atmosphere with well-organised resources and activities to promote children's learning, development and welfare. (Std 5)
- Staff in both areas set age -appropriate boundaries and praise and encourage children in a positive manner. (Std 11,)
- The premises are well secured and children are not able to leave them

unsupervised: the entrance is monitored through an intercom and children and parents are checked in and out of the building, (Std 6)

- Staff keep satisfactory health and safety records, including administration of medication, records of outings and accident books. (Std 7,)

### What needs to be improved?

- - Management and leadership of the organisation
- - Access to training, individual supervision and development for staff
- - installation of a new fire alarm system - outstanding from FO recommendations; (Std 6)
- - Completion of Child protection training for staff; (Std 13)
- - Recognition of children's language needs and opportunities for increased development in this area (Std 10)
- - Arrangements and planning for the play, developmental and learning needs of children aged 2 years to 3 years, including accessibility of resources which promote equality of opportunity and anti-discriminatory practice. (Std 3,)
- - Arrangements for record keeping and sharing children's progress with parents (Std 12)

### 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 must take the following actions by the date shown

Std	Action	Date
2	ensure that an operational plan is available which sets out how staff will be deployed, how and what activities will be provided and how the continuing training needs of staff will be met.	01/10/2003
10	devise and make available to parents, a written statement on special needs which is consistent with	01/10/2003

	current legislation and guidance. Ensure that this is understood and implemented by all staff.	
12	provide opportunities for parents to receive regular information on their children's progress.	01/10/2003

<b>The Registered Person should have regard to the following recommendations by the time of the next inspection</b>	
Std	Recommendation
14	maintain appropriate records, policies and procedures to promote the care, welfare and learning of children, and review these regularly.
5	provide a range of resources and equipment to meet the care, learning and development needs of children aged 2 years to 3 years, including those which promote equality of opportunity and anti-discriminatory practice.
13	develop staff's knowledge and understanding of child protection issues.

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

### How effective is the nursery education?

The children at Auden Place Community Nursery are making generally good progress in the six areas of learning but there are significant weaknesses in communication, language and literacy. Progress is generally good despite the current limitations of leadership and management at the nursery. Lack of support for staff inhibits the nursery's ability to monitor and evaluate the overall provision for nursery education and has significant weaknesses. The quality of teaching at its best, encourages children to play freely with a good range of resources and staff are on hand to offer valuable questioning which extends children's learning. There is not always an opportunity for children to extend their learning of letters and numbers through everyday play however. Children use valuable practical activities, for the most part, to stretch their problem solving abilities and behaviour is good due to children's interest in what they are doing in this area. Significant weaknesses arise, however, due to the limited support given to those children who may be identified as having special educational needs and there are no support networks or staff overseeing this area. Those children for whom English is an additional language receive little in terms of structured support. Methods of assessing children's progress is generally good and staff keep a record of children's work to support this aim. It is not always clear however, how staff use the information to plan for individual children's needs. The nursery generally aims to work well with parents but there is little ongoing information to support parents understanding of the foundation stage and how this helps their child to learn.

### What is being done well?

- The nursery is well resourced to support learning for 3 and 4 year olds.
- Behaviour is well managed and children interact positively as a result.
- The incorporation of practical mathematics activities helps to support children's understanding in this area.

### What needs to be improved?

- An effective and consistent leadership and management structure.
- Staff's knowledge and understanding of The Code of Practice for the identification and assessment of children who may be identified as having special educational needs.
- Use of assessment including regular information from parents about children's interests and abilities to support learning aims.
- Support for children who may have English as an additional language.
- Learning through play situations relevant for 3 year olds currently attending.

**What has improved since the last inspection?**

Improvements since the last inspection have been generally good. The key issue regarding more challenge for 4 year olds does not apply due to no 4 year olds currently on roll. Staff have reassessed the daily routine and provide more scope for outdoor play in local parks and this has benefited the children who stay all day.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in personal and social development is generally good. They demonstrate increasing independence and are encouraged to choose from activities and resources on offer. Behaviour is good and the children praised for their efforts. They feel valued and know that their similarities and differences are celebrated.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's progress in communication, language and literacy is acceptable but there are significant weaknesses. Children generally listen well and are becoming confident communicators, however those children with speech difficulties or English as an additional language receive limited support and this inhibits their progress. Children make good use of books and have access to writing materials but learning is not fully integrated into children's play situations.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematics is generally good. The children participate in regular and valuable practical activities which help to consolidate their learning in this area. The children count regularly and are encouraged to solve problems using activities such as sand and construction materials. There are less opportunities for the children to record numbers throughout their play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good and particularly well resourced. They access and use raw materials and are involved in interesting discussions with staff for example at story time or through themed work. There is little technological support to support children's learning.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. The children have access to local parks and gardens and use challenging and stimulating equipment at these times. They demonstrate increasing control using tools and implements and are proficient dressers in the role play area.



**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children's progress in creative development is generally good. The children freely move around activities and particularly enjoy using the role play corner for dressing up activities. They sing with enthusiasm and create interesting paintings and models using a selection of materials.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Ensure informed support is available for those children who may be identified as having special educational needs or for whom English may be an additional language. Establish consistent methods for monitoring and evaluating the provision for nursery education. Integrate learning with particular regard to literacy and recording numbers into children's play activities.

*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.*