



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 100540

DfES Number: 520713

INSPECTION DETAILS

Inspection Date 05/11/2004
Inspector Name Malini Parmar

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Langtry Nursery Centre
Setting Address 11-29 Langtry Road
London
NW8 0AJ

REGISTERED PROVIDER DETAILS

Name Camden Council

ORGANISATION DETAILS

Name Camden Council
Address Camden Local Education Authority
Crowndale Centre
218-220 Eversholt Street
London
NW1 1BD

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

Langtry Nursery was registered in 1994 and is managed by London Borough of Camden local authority. The premises are purpose built for children from three months until five years, with five group rooms, office space, toilets, staff room, kitchen, storage cupboards and access to outdoor play. The nursery serves the local community, with some referrals from Social Services. Up to 73 children aged 0-5 years attend. The premises are divided into five groups including Moonbeam group that is for children with special needs on the autistic spectrum.

The setting currently supports a number of children who have special needs and who speak English as an additional language.

The group opens Monday-Friday from 08:00 until 18:00. The 0-3 year olds attend all year round while 3-4 year olds attend Term time only. A Holiday play scheme operates for a maximum of 24 children aged 3-8 years who attend the nursery, previously attended, or live in the community.

Over half of all staff are suitably qualified, ranging from BAEd, PGCE, NNEB, PLA, NVQ Level III and MA Education. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Langtry Nursery Centre offers high quality provision, helping children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff work closely as a strong, committed team, they have a secure knowledge of the foundation stage. They organise and arrange the play areas well to encourage children to make decisions, develop confidence and be independent. Staff enable children to successfully initiate their own play by carefully organising the indoor and outdoor environment to promote informed choices. They know the children well and skilfully support children to enable them to gain agreed learning intentions in every area. They carefully frame questions to support and extend thought processes. Staff skilfully encourage a positive attitude to learning by providing opportunities that are meaningful and children are continually engaged in purposeful play. Staff are respectful to the children and have high expectations of their behaviour, their sensitive support and encouragement, is reflected in the children's good behaviour. Observations made throughout the week are used to inform weekly plans. This well established system is still evolving to enable staff to monitor learning closely. There are effective systems in place to support children with special needs. Children with English as an additional language receive good support.

Leadership and management is very good. The managers and staff work hard to develop a strong team and there is a commitment to providing opportunities for staff development. Teams meet weekly to review and evaluate the effectiveness of the curriculum.

Partnership with parents is very good which contributes significantly to children's progress. Staff conduct home visits for all children to ensure a firm base to build from. The pre-school provides good information for parents about the educational programme. Parents have programmed opportunities to know what their children are learning.

What is being done well?

- Teaching gives good support to children's personal, social and emotional development; children are interested in learning, they behave well and they are developing good relationships.
- Staff are effective role models. They work well as a strong team creating a calm and respectful environment for the children to emulate. Children respond well to staff's high expectations of their behaviour. Children are skilfully encouraged to develop strong relationships, consider the consequences of their actions and to think things through.
- Good communication with parents enables parents and staff to work together

to ensure the children's progress in all areas of learning. Parents receive good quality information and are continually updated with detailed records about children's progress. There are interesting opportunities to encourage full participation in the programme.

- Staff maximise on every opportunity to use mathematical language to describe shape, size, position and quantity. They provide regular opportunities for children to understand the meaning of numbers through play.
- The outdoor area is used well and provides children with appropriate physical challenges. Staff provide children with resources that can be used in a variety of ways to support specific skills, for example, the range of equipment used by children to make and adapt a course to reach a small wall. Children delight in successfully jumping off the wall.

What needs to be improved?

- There are no significant weaknesses to report, but the following points for development should be considered in the action plan:
- the planning process to continue to be refined.

What has improved since the last inspection?

At the last inspection the group agreed to:

Enhance assessment, by ensuring all entries indicate the progress the children make and that records are being regularly maintained.

Records are now regularly maintained and the system for recording assessment is still evolving to enable staff to monitor learning closely.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and enthusiastic learners. They make choices about their play and take initiative. Firm relationships are established as children learn to share, take turns and work co-operatively. Children behave well and are sensitive to others needs. Children are engaged in many worthwhile and exciting activities that build concentration and motivation for example, mixing paints. Children demonstrate their independence in selecting to play outside and changing into appropriate clothes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen attentively; speak clearly and confidently as they engage both adults and their friends in conversation. Children are encouraged to notice print and the sounds of letters in words. Writing is developing well. Children have consistent opportunities to label their own work and they delight in writing storybooks. Children develop reading skills as they regularly absorb themselves in books and successfully recognise their names. They enjoy reading their stories to their friends.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently. They benefit from the consistent use of mathematical language and receive good support to recognise shapes, colours and sizes. Through the daily routine children have consistent opportunities to be aware of simple ideas of addition and subtraction for example, at registration times. Children learn about space and measure through practical activities such as sand and water.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have excellent opportunities to investigate and explore a range materials using their senses both indoors and outdoors. They observe the weather and talk about events in their lives. They examine and measure the changes that have occurred to their seeds as they grow into plants. Children delight in operating tape recorders to listen to stories. Children have regular opportunities to explore and identify features of the local and wider world through visits in to the local community.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently around the nursery showing a good awareness of space and others. Good use is made of the outdoor area where children learn to take calculated risks as they assemble a course and jump off a small wall. Fine manipulative skills are developed well as children display very good skills when painting, drawing and constructing. Children enjoy sweeping and scooping leaves. Planned activities help children to recognise the changes that occur to their bodies when active.

CREATIVE DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children explore texture, shape and colour as they use a variety of media in both two and three dimensions. They eagerly paint and play with sand and water. Children delight in exploring a range of sounds from for example, drums and electric piano. They enjoy the varied and interesting opportunities for role-play, they clearly and confidently express and communicate their ideas as they play "mummies and cars". They have opportunities to choose creative materials for themselves.

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:
- continue to develop and refine the planning process to ensure that staff can use the information gained when monitoring children's progress to plan the next steps for individual children.

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.