



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY224972

DfES Number: 533189

INSPECTION DETAILS

Inspection Date	20/01/2005
Inspector Name	Lorna Lorraine Hall

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Kings Road Nursery, The
Setting Address	92 Kings Road Richmond Surrey TW10 6EE

REGISTERED PROVIDER DETAILS

Name	The partnership of Richmond Nursery Partnership
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ORGANISATION DETAILS

Name	Richmond Nursery Partnership
Address	92 Kings Road Richmond Surrey TW10 6EE

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 Kings Road Nursery opened in 2002. It operates from three main rooms in purpose built premises in Richmond. The day nursery serves the local community.

There are currently 70 children from three months to five years on roll. This includes three funded 3 year olds and a funded 4 year old. Children attend for a variety of sessions. The setting supports a number of children with special needs and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 8am until 6pm.

Thirteen part/full time staff work with the children. Over half the staff have early years qualifications to NVQ Level 2 or 3. The setting receives support from the Early Years Development and Childcare Partnership. The methods of teaching include Learning Through Play.

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

How effective is the nursery education?

Kings Road Nursery provides good education overall which enables children to make generally good progress towards the early learning goals. Provisions for their personal, social and emotional development, communication, language and literacy and creative development, is well planned and they make very good progress in these areas.

The quality of teaching is generally good. Staff manage the children well and have good relationships with them. They organise the indoor and outdoor space and resources to facilitate learning for funded children. Staff plan a range of stimulating and challenging activities. However, opportunities are missed in the programme for knowledge and understanding of world, physical development and mathematical development to extend learning and provide sufficient challenge for all the children. Observations and assessments on the children are used to identify gaps in learning. Group activities are well presented, interactive, and provide sufficient challenge especially in the programme for communication, language and literacy development. Curriculum plans are evaluated on a weekly basis to assess learning. They keep records of children's progress to share with parents.

The leadership and management are generally good. Their hands on approach ensures staff are fully supported. The planning of activities is a joint effort and staff are able to contribute. Measures are in place to evaluate the quality of education they deliver.

The partnership with parents is very good and is a strength of the nursery. Parents receive comprehensive information about the foundation stage and how they can support learning at home. Staff value their contribution and provide many opportunities for them to discuss their child's record and progress.

What is being done well?

- Staff are sensitive to the needs of the children and use a range of successful methods to handle their behaviour.
- The organisation of indoor and outdoor space enable children to self select resources to support their learning especially in the programme for communication, language and literacy, personal and social development and creative development.
- The partnership with parents is well established, staff value their contribution and provide many opportunities for them to support learning at home.

What needs to be improved?

- the programme for knowledge and understanding of the world to enable children to closely examine living features of their environment.
- the programme for maths to provide opportunities for more able children to use mathematical language and to problem solve.
- the programme for physical development to enable children to explore a range of malleable material.

What has improved since the last inspection?
N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy confident and enthusiastic learners. They demonstrate a high level of involvement during play time and independently seek resources to extend their play. Children demonstrate self control showing the ability to co-operate with each other, and are able to manage disputes appropriately without adult intervention. Good relationships are made with children and adults. The celebration of festivals is included in the curriculum.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children clearly express their feelings and experiences. They independently use the book corner and understand that print carries meaning. They use their emergent writing skills to send letters to Father Christmas and to write their names on craft work. Children link sounds to letters and use language and actions to recall past experience. There are many opportunities for them to explore text in other languages.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use numbers in familiar context, they compare height, size and record their findings. They count reliable up to ten and beyond, the ability to recognise numbers up to ten is well established. There are limited opportunities for more able children to use mathematical language to describe quantity and problem solve using numbers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children use a wide range of materials to build and construct with a purpose. There are many opportunities for children to use technology to support their learning. Children do not spend time looking closely at living features of their environment and examine change during practical activities. Many opportunities are provided for children to recall past experiences.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Indoor and outdoor space is well resourced and organised to support physical development. Children show good co-ordination when travelling over, through and around small space. There is limited opportunity for children to handle a range of malleable material. Children demonstrate confidence during outdoor activities and skillfully ride bikes and participate in activities that encourages hand and eye co-ordination.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children make good use of the opportunities available to explore colour. There are good opportunities for children to use their senses to interpret experiences. Well planned themed home corner enable children to participate in imaginative play. They show enthusiasm when playing musical instruments. Children explore the effect of sound and move timely to music.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- develop the programme for knowledge and understanding of the world to enable children to examine living features of their environment and physical development to provide opportunity for children to explore a range of malleable materials.
- Improve the programme for mathematical development to enable child to use mathematical language, and more able children to use their mathematical knowledge to problem solve.

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.