



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 144540

DfES Number: 523249

### INSPECTION DETAILS

Inspection Date 14/11/2003  
Inspector Name Maxine Rose

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Mutlu Yuva Happy Nest Day Nursery  
Setting Address Fellows Court Family Centre  
Weymouth Terrace  
London  
E2 8LR

### REGISTERED PROVIDER DETAILS

Name Mutlu Yuva Nursery (Happy Nest Nursery LTD) 02843233  
1057415

### ORGANISATION DETAILS

Name Mutlu Yuva Nursery (Happy Nest Nursery LTD)  
Address Fellows Family Centre  
Weymouth Terrace  
London  
E2 8LR

## **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**

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

### How effective is the nursery education?

Happy Nest Day Nursery offers good quality nursery education where children enjoy learning through a broad range of activities. The teaching helps children make generally good progress towards the early learning goals.

The teaching is generally good and the staff show clear knowledge of how children learn and the early learning goals. They use their knowledge to plan and provide a broad-based curriculum that includes a generally good range of challenging and interesting practical activities and experiences. However, staff do not effectively plan for children's physical development and the provision for the more able children is restricted by limited opportunities to extend learning. Opportunities for children to practice addition and subtraction are limited. The integration and inclusion of children with English as an additional language is good and is built around working closely with parents. Although there are no funded children currently attending with special educational needs, there is a system in place to provide support.

Staff show positive management of children's behaviour and have high expectations of behaviour. They use a wide variety of strategies to encourage good behaviour including plenty of praise, encouragement and acting as good role models of positive behaviour. The assessment of children's learning is generally good and staff use their observations to complete each child's Assessment records.

Leadership and management are generally good and there is clear leadership and good management system. There is a strong commitment to ongoing staff development and improving the nursery education, however there is no formal system in place for monitoring and evaluating the provision for nursery education.

The partnership with parents and carers is very good. They are encouraged to be involved in the running of the nursery and are kept well informed of their children's development.

### What is being done well?

- Children's personal, social and emotional development is very good. Children are confident, independent, are interested to learn, and demonstrate good self care skills. They form good relationships with staff and their peers.
- Children are provided with a wide range of opportunities to use information technology.
- The partnership with parents is strong and staff work very hard involve parents in the life of the nursery and care for children according to parents' wishes.
- The leadership and management are effective and help support good teamwork and a commitment to constant development of the quality of

service.

### **What needs to be improved?**

- Opportunities for children to practice early addition and subtraction skills.
- The planning for the area of physical development, particularly opportunities for the children to practice balancing and climbing skills.
- The planning of activities for the more able children to ensure they benefit fully from the activities provided.
- The systems for monitoring and evaluating the provision for nursery education.

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

Staff's knowledge of the Early Learning Goals continues to be improved through relevant and ongoing training and through working with the EYDCP advisory teacher. The areas of Mathematical development and Communication, language and literacy in particular, as these areas are now clearly defined and well resourced. Further improvement is required in the area of Physical development to ensure effective planning.

The teaching strategies to ensure all activities are appropriate for the children's stages of development have been, and continue to be an area for improvement. Further improvements are needed to ensure the opportunities offered to the more able children and that appropriate instruction is offered to the children so that full enjoyment is gained.

Planning has recently been updated and simplified. The planning includes evaluation of the activities and this now informs future planning. All staff have an input into the planning.

Staff now place a lot of emphasis on encouraging good behaviour and making sure the children are aware of what is acceptable and what is not. This was observed during the inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children confidently express their needs and ideas and relate well to each other and adults. They are independent and confident to try new activities which helps to promote their learning.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well are confident speakers both in English and Turkish and engage easily in conversations with each other and adults. The children learn that print carries meaning and know how to handle books. Children show confidence in writing and practise their writing skills, however opportunities limited for children to link letters to sounds.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count, recognise numbers and shapes. There are insufficient opportunities for children to practice early addition and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have a range of opportunities to explore and learn about cultures, nature and technology. The children have many opportunities to use technical equipment, however the programmes provided to support their learning on the computer is sometimes too advanced and are therefore ineffectual. They design things using various materials such as construction materials, play dough and so on.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children show confidence and increasing control and skill in the use of hand tools, objects, construction equipment and malleable materials. The planning for physical development is ineffectual and opportunities for children to practice their balancing and climbing skills are limited.

### CREATIVE DEVELOPMENT

Judgement: Generally Good

Children show free imaginative expression through a diverse range of activities such as: art and craft, music, dance, singing, role-play, stories, however children's enjoyment could be further enhanced through linking sound and rhythm 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**

- Provide more opportunities for children to practice early addition and subtraction skills.
- Review the planning for the area of physical development, particularly opportunities for the children to practice balancing and climbing skills.
- Review planning of activities for the more able children to ensure they benefit fully from the activities provided and that further extension is offered when necessary.
- Implement a system for monitoring and evaluating the provision for nursery education.

*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.*