



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 156214

DfES Number: 513929

INSPECTION DETAILS

Inspection Date 17/05/2004
Inspector Name Sandra Wickham

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Little Green Man Nursery
Setting Address 15 Lemna Road
Leytonstone
London
E11 1HX

REGISTERED PROVIDER DETAILS

Name The partnership of Janbarree Ltd 04019536

ORGANISATION DETAILS

Name Janbarree Ltd
Address 81 Joel Street
Northwood Hills
Hillingdon
Middlesex
HA6 1LL

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

Little Green Man Nursery was registered in 1996. The nursery operates from premises in the Leytonstone area in the borough of Waltham Forest. The nursery is within walking distance of local transport, local shopping facilities and parks. There are parking facilities near by. Areas accessible to the children include group rooms that are sited on the ground floor and first floor of the premises and the lower ground floor for the Pre-School Unit. There is an enclosed play area at the setting.

The nursery is registered for 131 children under 5 years. Children attending the setting are aged from 0 - 5 years. There are currently 156 children on roll. This includes 7 funded places for 4 year olds and 31 funded places for 3 year olds. The nursery currently supports children with special needs. The nursery also provides after school care for 16 children aged 5 to 8 years.

The nursery operates all year round except public holidays. Sessions are from 07:00 until 19:00. There are 25 full time staff and 12 part time staff employed to work with the children. The manager and the majority of staff hold a child care qualification at level 2 or 3. The setting has just started to receive support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Little Green Man Nursery provides satisfactory care for children. Staff share information, and work well as a team. Staff organise the available space to offer children and parents a welcoming environment. Generally health and safety is managed well. Risk assessments are in place; though it is not clear if identified hazards have written action plans. Although there is a system in place to monitor the under 2's during sleep time, staff do not always record their monitoring. Menus are displayed for parents, and children's dietary requirements are noted. On the inspection a hazard was noted in relation to the delivery of food to the group rooms.

All the required records, policies and procedures are in place, although the operational plan did not fully detail how all the resources and play materials would

be used on a regular basis. The nursery have a daily routine that is displayed for parents. During the inspection the daily routine did not accommodate the individual requirements for meals and sleeping for some under 2's. The group have a comprehensive child protection policy which staff understand and know how to implement.

Staff build positive relationships with children. They manage children's behaviour using positive methods to aid their development. Although play materials and various play opportunities were available, groups of children often shared resources, so that during the inspection choice was limited by availability. Resources reflecting diversity are not integrated into all areas of play. There are systems in place for observing and recording children's progress. The group currently supports children with special needs

The staff have a professional relationship with parents and there is a good daily exchange of information. There are systems in place for sharing information with parents about their children's development.

What has improved since the last inspection?

At the last inspection the group were asked to keep the registering body informed of all staff changes. The above action has been met which has ensured that all staff are known to Ofsted, and are vetted, which has enhanced the quality of care provided for the children attending.

What is being done well?

- Staff have a positive attitude towards caring for children with special needs.
- The group have a comprehensive child protection policy and the provider demonstrated a good awareness of child protection procedures.
- Staff managed children's behaviour well and the children were well behaved and related appropriately to each other.
- Staff have a professional relationship with parents and there is a good daily exchange of information.

What needs to be improved?

- the detail in the operational plan for the organisation of resources and equipment for the over 2's
- the individual care provided to some under 2's at lunch and sleep time
- access to resources, including those that promote equality
- transportation of lunch time food.

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 should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Review and update the operational plan to include information on how all resources are readily available for the over 2's.
5	Ensure children have access to the full range of toys and resources, including resources that reflect positive images of diversity.
3	Ensure that the routines of the nursery do not impede upon care provided for the under 2's, specifically for meal and sleep times.
6	Review the transportation of lunch to the group rooms, and minimize any identified hazards.

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

How effective is the nursery education?

The educational programme at the little Green Man Nursery is acceptable but has some significant areas for improvement. There are significant weaknesses in children's mathematical development, their creative development and children's knowledge and understanding of the world. The programmes for children's personal social and emotional development, communication language and literacy and physical development are generally good.

The quality of teaching has significant weaknesses. Staff lack understanding about the foundation stage, particularly the stepping-stones for children's learning. Opportunities are missed to ensure that activities provide sufficient challenge for more able children. Resources are not always available to support children's learning as the different rooms throughout the nursery share them. Planning lacks detail particularly the learning intentions for activities. The room leader has very recently introduced a more flexible approach to delivering the curriculum where children take initiative for their own learning by selecting activities that interest them. As this is still very much in its infancy staff are unsure in their roles and responsibilities. This creates lost opportunities across the curriculum.

Staff know children well and share informal observations of children's progress throughout the day. Formal assessments are produced regularly by the room leader, but they lack sufficient detail to inform the next steps for individual children.

The leadership and management has weaknesses. Staff work well as a team, they meet regularly to discuss children's progress. The manager informally monitors the staff at work most days. But the monitoring systems do not identify strengths and weaknesses in teaching or weaknesses in the delivery of the curriculum.

The partnership with parents is good. Parents usually receive informal information of children's attainment on a daily basis.

What is being done well?

- Staff work well as a team they share information on children's progress throughout the day.
- The well resourced outside play area offers children physical challenge and develops their climbing skills.
- Relationships are good, children speak clearly, they take turns and share in art activities.
- Behaviour is good. Staff act as good role models they use praise and encouragement to reinforce acceptable behaviour.

What needs to be improved?

- staff's knowledge and understanding of the foundation stage to ensure a broad challenging curriculum is offered
- planning to ensure all aspects of the early learning goals are offered over time, to include information of what children are able to learn from activities and how activities can be adapted to provide challenge for more able children
- children's access to resources and equipment
- systems for observing assessing and recording children's progress in order to plan the next steps for individual children's learning
- monitoring and evaluation of the educational programme, the strengths and weaknesses of the setting and staff development.

What has improved since the last inspection?

Limited progress has been made on the key issues identified at the last inspection.

The nursery was required to plan a balance of adult led and child-initiated activities. The nursery has just implemented a different way of delivery for the curriculum with children taking more responsibility for their own learning, this is still very new and children and staff are still developing their understanding of their roles and responsibilities.

The setting was also required to provide a wider range of activities, resources and materials to enable children to choose, to initiate and develop creative ideas and work independently. This remains an issue to be addressed at this inspection.

Although children have some opportunities to write their name, the setting has made limited progress in extending these opportunities to include writing and mark making skills in a wider range of play situations.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The new systems for delivering the curriculum is giving children more freedom to select activities and resources that interest them, which is helping children to develop confidence and independence. They are forming good relationships with their peers and the adults in the nursery. Behaviour is good. Adults offer children sensitive support to understand right from wrong.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen well at story time and are able to anticipate the story line. Children recognise their own names on their coat pegs. Displays show some children are starting to write their own names recognisably. They do not regularly experiment with writing as part of their play or explore the different reasons for writing. Children use books well they understand how books operate and retell stories to each other in the quiet room. Children speak clearly and confidently in group activities.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are able to count up to 15 and above. They talk about the numbers in the date at registration. Displays show some children are starting to form recognisable numerals. Children have opportunities to recognise and recreate patterns using pegs but adult support is limited. There are few opportunities for children to problem solve when weighing, matching or sorting. Opportunities for children to understand simple addition and subtraction are not seen in planning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children spend little time finding out how and why things work. There are few opportunities for children to explore and investigate the local environment, or to look at the wider world and different cultures. Children have some experience of information technology. Sometimes the group is too big and children are not encouraged to experiment. Children enjoy investigating the changing properties of corn flour. They demonstrate good skills at building and assembling using construction kits.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing good manipulating skills; they use scissors safely and with confidence. The exciting outside play area is used daily to help children develop their skills at climbing. They display skill when they travel over and through the large equipment and show an awareness of space when manoeuvring around other children. Records show that children have limited opportunities to find out about the importance of staying healthy or looking at changes to the body when we get hot.

CREATIVE DEVELOPMENT

Judgement:

Significant Weaknesses

Children enjoy exploring colour, texture and shape when using the art room and choosing resources that interest them. They role play "holidays" when using the large outside climbing frame as a hotel. But opportunities for children to engage in imaginative and role play are inhibited by limited access to materials and resources. Children enjoy singing simple songs from memory. But there are too few opportunities for children to express their own thoughts and ideas through music and dance.

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's 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

- Improve the quality of teaching by ensuring that staff hold a sound knowledge and understanding of the foundation stage, the stepping stones and the early learning goals.
- Develop planning to ensure all elements of the early learning goals are offered over time, include what children are intended to learn from activities, how activities can be adapted to provide challenges for more able children. Develop effective systems to ensure resources and equipment are readily available to support children's learning.
- Further develop the system for observing and assessing children's progress and use information gained to inform planning for the next steps for children's individual learning and share this with parents.
- Implement effective systems to monitor and evaluate the education provision offered, and staff development.

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.