



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137814

DfES Number: 590804

INSPECTION DETAILS

Inspection Date 10/11/2004
Inspector Name Deborah Jane Orchard

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Kensal Green Under Fives' Group
Setting Address 130 Mortimer Road
London
NW10 5SN

REGISTERED PROVIDER DETAILS

Name The Committee of KENSAL GREEN UNDER FIVES' GROUP
285210

ORGANISATION DETAILS

Name KENSAL GREEN UNDER FIVES' GROUP
Address 130 Mortimer Road
London
NW10 5SN

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

Kensal Green Under Fives Group is a committee run community group. It opened in 1981 and operates from three rooms in a terraced house. It is situated in a residential area in Kensal Green. A maximum of 25 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 17.30 for 48 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 27 children aged 2 to under 5 years on roll. Of these 5 children receive funding for nursery education. Children come from the local community , a number of children speak English as an additional language.

The nursery employs 6 staff ,all staff hold appropriate early years qualifications.

The staff receive support from a teacher from Early Years Development and Childcare Partnership (EYDCP).The nursery is currently working with a music specialist.

How good is the Day Care?

Kensal Green Under Fives Group provides good quality care for children.

Suitably qualified staff work as a team to provide a variety of activities, that are age and developmentally appropriate for the children attending the group.

The staff spend much of the time actively involved with the children , encouraging them to make choices about their own play. The equipment is clearly labelled, some in dual languages and is made accessible to children. The children's care ,learning and play is supported by the staff, however the organisation of staff and children during bathroom and lunch time is not planned to provide a rich experience for children's learning.

The activities provided are stimulating and fun for the children attending and cover all areas of the children's development. The group has a good range of resources and toys which reflect diversity within society, however resources need to be

obtained to reflect positive images of disability.

The staff give high priority to ensure children are safe. Staff identify potential hazards and carry out risk assessments to minimise risk and children are supervised in their daily activities. Staff give attention to encouraging good hygiene practices. Children are provided with a healthy, nutritious and well balanced diet.

The required documentation including all necessary policies and procedures are in place.

Partnership with parents is valued. Parents are warmly welcomed and actively involved in the group. Good verbal communication between staff and parents ensures children's needs are met and they have a positive experience in the group.

What has improved since the last inspection?

At the last inspection the provider agreed to carry out three actions.

Provide a policy for sick children, this is now in place.

Provide a complaints procedure which included the name and details of the regulator. This is now in place.

Comply with recommendations made by fire safety company . Appropriate equipment has been obtained .

What is being done well?

- The environment is very warm , welcoming and child focused. Children's work is evident and the staff offer a variety of learning experiences for children through activities provided.
- Staff have good relationships with children. They are actively involved and demonstrate good verbal and non- verbal communication with the children. The activities provided support the children's all round development and extend their language. Attention is given to equal opportunities and some resources are provided in dual languages.
- Staff demonstrate knowledge and understanding of the behaviour management policies. They use various methods to resolve children's conflict according to their age and understanding. The staff act as good role models and give children praise, attention and encouragement in their daily activities.
- Staff promote good hygiene standards including regular hand washing.
- All necessary documentation is in place and is reflected in practice within the setting. Parents, staff and students have access to all policies and procedures.

What needs to be improved?

- the organisation of bathroom and lunchtime routines to provide a richer experience for children.
- the provision of resources to positively reflect people with a disability.

Outcome of the inspection

Good

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	improve the organisation of children and staff during bathroom and mealtime routines to provide a richer experience for children.
10	Ensure that the children have an appropriate range of resources that positively reflect people with a disability.

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

How effective is the nursery education?

The nursery provides a generally good educational programme in a happy, relaxed and friendly environment.

The quality of teaching is generally good, which promotes children's learning towards the early learning goals. Staffs' knowledge of the early learning goals helps them to plan and teach an interesting range of practical activities.

Children are making generally good progress in the areas of personal, social emotional communication, language, literacy and mathematical development. Children are happy and confident, they are learning to play co-operately together, to share and to take turns. They are developing good skills in early writing and reading. They are learning to form letters correctly and to write their names. They use games, nursery rhymes and activities to promote their understanding of numbers, matching and comparing. They are able to select books independently; however the organisation of story times does not meet the needs of all children.

They are making generally good progress in the areas of knowledge and understanding of the world, physical and creative development. They are learning about the use of information technology to support their learning. Children are confident imaginative in music and movement. They have few opportunities to learn about the changes that happen to their bodies when they are active.

The leadership and management is generally good. The manager and staff have a good working knowledge of the early learning goals. However; staff do not evaluate activities, in order to consider children's achievements and areas for development.

Partnership with parents is generally good. Parents are provided with written information about the educational programme. Staff provide written achievement reports. However; there are few opportunities for parents to meet formally with staff and to become involved in the assessment process, so that their observation of their children's learning at home forms part of this process.

What is being done well?

- Staff have a good working knowledge of the early learning goals. They plan activities to promote children's learning in all areas of the learning goals.
- Children are well behaved, they respond positively to staff. Staff discuss simple rules and give clear and consistent guidelines for good behaviour.
- Children are polite and sensitive to each other and behaviour is good due to high expectations from staff.
- Children are motivated and interested to learn and are involved in their chosen activities.

What needs to be improved?

- review the organisation of story times to ensure all children gain the most from the activity
- further support for staff in planning, evaluating and reviewing the educational programme, in order to consider children's achievement and areas for development.
- improve opportunities for parents to become involved in the assessment process, so that their observation of their children's learning at home forms part of this process
- strengthened the programme for physical development, by ensuring that children learn about the changes that happen to their bodies when they are active.

What has improved since the last inspection?

The previous inspection required the group to devise a programme to introduce the children and parents to new information technology. All staff have attended computer classes, these classes were available to the parents, several of whom attended. Children have good opportunities to use the computer to play games, music and for information. Staff work on a one to one basis with children and in small groups.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are forming good relationships with both each other and adult, they behave well and are co-operative during play. Children are confident and are able to sit and listen attentively to stories and during group activities. They behave well and co-operate taking turns during activities. Children have good opportunities to initiate and lead their own learning. However, they have limited opportunities to serve themselves during lunch times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and use a wide vocabulary, which is extended well in all activities. Children develop their reading skills through listening attentively to stories and using books to locate information. Children enjoy making marks and practise their writing skills, through the well resourced writing area. However, the organisation of story times does not meet the needs of all the children.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count beyond ten and understand that numbers have a value. They are learning about shapes, colours, sequencing and patterns. Children are able to recognise numbers around the room. They are familiar with number rhymes, counting games and songs. They use computer games to develop their understanding of simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to build and construct with a wide range of objects, to assemble and join materials, using stickle bricks, popoids, build bricks, large & small lego. They are learning about the natural world such as growing plants. They enjoy using the computer confidently with staff support. Children have few opportunities to find out about the past and present events in their own lives and those of their families.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around confidently with increasing control and are beginning to show an awareness of space. Children use many tools and items of large and small equipment with growing confidence and skill, which is shown in their writing and drawing. They are learning about staying healthy through the daily routine. However, they have limited opportunities to learn about the changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy a wide variety of activities, which give them opportunities to explore colour, texture and shape. Children enjoy participating in weekly music and dance sessions. They sing a range of simple songs from memory confidently. However, children have limited opportunities to select and play a range of musical instruments independently. Children are able to express themselves through role-play, painting and drawing.

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

- review the organisation of story times, to ensure all children gain the most from the activity
- further support for staff, in planning and evaluating the educational programme, in order to consider children's achievements and areas of development.
- improve opportunities for parents to become involved in the assessment process, so that their observation of their children's learning at home forms part of this process.

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.