



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 144059

DfES Number: 581633

### INSPECTION DETAILS

Inspection Date 24/03/2003  
Inspector Name Josephine Geoghegan

### SETTING DETAILS

Setting Name The Nest  
Setting Address 50 Knatchbull Road  
London  
SE5 9QY

### REGISTERED PROVIDER DETAILS

Name The Committee of The Nest Community Pre-School

### ORGANISATION DETAILS

Name  
Address

## **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 Nest Pre School is a non profit making, parent run organisation that has been opened since 1993. There are seven sessions offered. Five morning sessions, Mon-Fri from 9.30-12.15pm and two afternoon sessions on Tuesday and Thursdays 12.15pm-3.00pm in term time only. There are four staff overall, two work daily and two job share, making three staff working the morning sessions daily. Two staff work in the afternoon sessions. The present team have worked together for the past three years with one new staff. Children usually come from areas local to the setting location in the London borough of Lambeth. Registered for 20 children, but only admits 17 children to the morning session and eight to the afternoon sessions that are specifically for older children. Currently there are 25 children on roll, between the ages of two-and-a-half and four-and-a-half, of whom 14 are for three and four year old funded places. One funded place is offered to one child who has identified special education needs (SEN) and one child has English as an additional language (EAL) Located in a residential road close to a park. The Nest Pre School uses what was the caretakers flat on the ground floor of a community Hall. The Pre School has it own independent entrance, two teaching rooms, a kitchen, an office and toilets. There is small outdoor area that is part paved, and part all weather surfaced with a strip of flower garden. Occasional use is made of the large hall ,the library opposite and the nearby park.

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

### How effective is the nursery education?

Children are making very good progress towards the Early Learning Goals (ELG's). Children's personal, social and emotional development is very good. Children can self select from a wide range of activities and resources and are able to do this very well. Children speak confidently with the other children and seek adult advice with ease. Children are making very good progress in their communication, language and literacy. Children are questioning and thinking things through to find answers. Children's mathematical development is very good. They understand calculation, shape and number recognition, and have the ability to count beyond 10 and spot errors in counting. Children's knowledge and understanding of the world is very good. Children are constructing with a purpose, from a range of toys for construction. Children's physical development is very good, children move around confidently with control and coordination. Children's creative development is very good. Children have free expression of their creative materials and develop skills through a wide range of art materials and activities. Staff set appropriate challenges for children by prompting their thinking and extending their knowledge. Staff manage children's behaviour very well. Children are encouraged to take turns and share. Staff are alert and respond to the potential for disagreements with distraction and change of tactic. Lots of expressions of praise is given and children respond by being generally well behaved. The staff are led and managed by example and the head is as much involved with the day to day activities with children as are the team of staff. Staff are proactive and evaluate themselves creatively and imaginatively to deliver the curriculum in the best interest of the children. Parents are involved in the organisation and running of the setting. Parents can regularly access their child's progress through the key worker system.

### What is being done well?

Children are provided with a wide range of resources and staff use their knowledge and understanding of the ELG's to provide appropriate challenges to support and the learning outcomes. Staff are able to assess children's needs to make choices, self select and gain independence, whilst being readily available to respond and intervene when necessary. Children's behaviour is well managed.

### What needs to be improved?

There are no specific areas of improvement needed.

### What has improved since the last inspection?

Production of glossy colourful prospectus for parents. Written reports are now shared with parents and curriculum plans are displayed daily. Parent forms allow parents to share what they know about their children. Parents state that they are well

informed about their children's progress. The store cupboard is now converted to an office and space is effectively used.

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>Children's personal, social and emotional development is very good. Children can self select from a wide range of activities and resources and able to do this very well. Children speak confidently with the other children and seek adult advice with ease. Children understand the need to wait, share and take turns. Three and four year olds go to the toilet unsupervised and are able to untie their shoe laces and fastened their coats independently.</p>	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Very Good
<p>Children are making very good progress in their communication, language and literacy. Children are talking and listening with enjoyment to one another. Questioning and thinking things through to find outcomes. Children handle books carefully and know that print carries meaning and can use books to locate information as well as for pleasure. The system of registration used by the children enables them to learn their own names and that of others.</p>	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>Children are making very good progress in their mathematical development. Children have an understanding of calculation, shape and number recognition, and have the ability to count beyond 10 and spot errors in counting. Children show a keen interest in solving mathematical problems and are developing mathematical language.</p>	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Very Good
<p>Children are have very good knowledge and understanding of the world. Children are constructing with a purpose from a range of toys for construction such as mobile and stickle bricks. They make things with junk ,collage and modelling. They use their imagination to select the tools and produce skilfully designed articles. Children manipulate a range of tools such as scissors, spatulas, rolling pins and cutters with play dough. Children celebrate birthdays, special events and festivals.</p>	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Very Good
<p>Children's physical development is very good. Children move around confidently with control and coordination. Children are managing tools and objects for construction with competence.</p>	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good

Children's creative development is very good. Children have free expression of their creative materials and develop skills through a wide range of art materials and planned activities as well as structured sessions in French, dance and music and movement

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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**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 key issues, however there are two points for consideration 1. Three and four year old children could derive greater independence by being given opportunities to help themselves or to serve food and drink to younger children. 2. Four year old children may benefit from beginning to use the language of subtraction in numbers through action rhymes or counting backwards.