



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 402929

DfES Number: 402929

INSPECTION DETAILS

Inspection Date 04/02/2005
Inspector Name Amanda Jane Tyson

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Eveline Day Nursery School
Setting Address Meadow Sweet Close
Grand Drive
Raynes Park
London
SW20 9NA

REGISTERED PROVIDER DETAILS

Name Eveline Day Nursery Schools Limited (THE) 1096078

ORGANISATION DETAILS

Name Eveline Day Nursery Schools Limited (THE)
Address 14 Trinity Crescent
Upper Tooting
London
SW17 7AE

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

Eveline Day Nursery opened in August 2001. It operates from a purpose built one level building in Raynes Park. Children are grouped, age appropriately into four units. The provision serves the needs of the local community and commuting parents.

There are currently 38 children aged from three months to five years on the roll. Children attend a variety of full and part-time sessions. The nursery is in receipt of funding for nursery education and of the total children attending, there are five funded 3 year olds. Children who speak English as an additional language attend the nursery. There are currently no children on roll with identified special educational needs.

The group opens five days per week, all year round. Sessions are from 07:30 till 18:30.

8 full and 8 part- time staff work with the children. The manager is supernumery. 14 of the staff are qualified to level 2 or 3 in early years child care and education and 2 staff are working towards a qualification.

The nursery provide a wrap around care service and they operate a 16 place Breakfast and After School Club for children aged from 5 to 8 years, to meet the needs of working parents. They operate from 07.30- 09.00 and 15.00 - 18.30 and is run by two qualified members of staff.

The setting receives support from the Early Years Development and Childcare Partnership (EYDCP)

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

How effective is the nursery education?

Evelyn Day Nursery provides good quality nursery education, whereby children's progress towards communication, language and literacy is very good and generally good in personal, social and emotional, maths, knowledge and understanding of the world and physical development. Their progress towards creative development is limited by significant weaknesses.

The quality of teaching is generally good and strengthened by staff's high levels of communication with the children, their inter-action with them to support and extend learning and their caring and committed approach, which ensures they are happy and confident. However, it is weakened by the organisation of resources, too much focus on adult directed activities and missed opportunities to integrate all areas of learning within imaginative play.

Staff's knowledge of the learning goals is good, planning covers interesting topics and outdoor curriculum planning is being developed to include opportunities for literacy and maths development. Systems have been implemented to monitor, record and evaluate children's progress towards the early learning goals and although in the early stages of implementation, they appear comprehensive.

Leadership and management is generally good. The established appraisal system, with clear action plans in place enables staff progression and development. Regular staff meetings and organised group planning time demonstrates the organisation's professional approach and management demonstrate a commitment to continual improvement. Whilst systems for monitoring and evaluating the quality of teaching and delivery of the national curriculum are in place, they are not completely effective in practice.

Partnership with parents is very good. They understand the purpose of funding and are sound in their knowledge of the early learning goals. High levels of written and verbal communication keep them very well informed of children's progress and development and of curriculum plans.

What is being done well?

- Communication, language and literacy is promoted well. Writing resources are freely available, eagerly used by the children to add to play value and the daily routine encourages letter, sound and word recognition. Children's articulate use of language is enhanced by interesting planned topics and spontaneous activities, individual and group times. Staff exploit opportunities to open up and extend discussions and children absorb their learning.
- External training opportunities are used well to evaluate and improve the provision. This is particularly evident by the development of outdoor curriculum planning. Growing areas and the integration of mathematical

learning opportunities, such as numbered parking bays for wheeled toys and measure charts inspire children's interest and motivates experimentation and exploration.

- The appraisal system enables professional development. Staff's self esteem is enhanced by acknowledgement of their strengths and identified areas for improvement are supported with clear action plans.
- Regular observations of children at play are recorded, used to identify next steps for learning and to compile comprehensive reports detailing their progress towards the early learning goals.
- The "scrap book" system provides parents with a superb record of children's participation in activities and their developmental progress, supported with photographs, observation captions and explanations of which early learning goal the observation is particularly linked to.
- Staff know the children well and provide a caring and supportive environment. Some activities particularly inspire and excite the children, which encourages co-operative behaviour.

What needs to be improved?

- the organisation, presentation and use of play and learning resources
- staff's understanding of the foundation stage guidance, with regards to making the most of imaginative play opportunities
- use of children's assessment records and identified next steps for learning to inform planning
- resources to promote and support learning of technology.

What has improved since the last inspection?

This is the first inspection of nursery education.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children patiently put on their own socks and shoes and confidently ask for help when they run into difficulties. They enthusiastically help staff to tidy away toys, carefully sorting them into the correct storage, but the organisation of the curriculum delivery restricts opportunities for them to choose their own resources. The children are good friends and play well together, often inviting each other to join in games. They share and take turns and are encouraged to show kindness.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children eagerly use the available resources to write with a definite purpose in mind. They independently label their creative work with their names, letters are clearly formed and some more able 3 year olds recognise other names and simple words. Effective group times encourage the linking of letter sounds to objects and skilled group story times sustain the interest of all children. They speak confidently in a large group and are eager to share their learning, news, experiences and thoughts.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children measure how many hands high the snowman's body is against the garden height chart. Bikes are parked in numbered bays, they write recognisable numerals and use number language in context. Children debate the shape of the orange segment as they use it for the snowman's mouth and sand and water is used to experiment with volume and capacity. However, there are too many missed opportunities to encourage maths within play, i.e., cash tills and weighing scales are excluded from role play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children join construction to create purposeful models. Malleable substances and natural resources are explored with enthusiasm and occasional surprises provide exciting findings, such as worms hidden amongst the dinosaurs in a tray of top soil. Children remember their learning as they identify an iceberg and are introduced to facts such as a turtle's clam and octopus' tentacles. Festivals are celebrated. Apart from a couple of programmable toys, there are no technology resources.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Outdoor play space is being used well. Children laugh as they excitedly run out onto the thick, fresh snow and begin to heave large mounds of snow to create a snowman. Balancing is practiced on planks of wood and the good range of varying sized wheeled equipment provides sufficient challenges for all children. They use scissors with skill, knives and forks with developing confidence and discuss nutritious foods at meal times, but restricted access to small and real tools, limits their progress.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Daily role play is provided in the form of a home corner, but the presentation lacks inspiration and opportunities to include more varied resources to enhance and encourage learning are missed. Creative activities are heavily directed by staff, with too much emphasis on the end product and not enough opportunities for children to create and design independently. Children use their imagination well to experiment with malleable materials and use musical instruments to create different sounds.

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

- evaluate and improve the provision of role play, paying particular attention to providing more opportunities which enable children to act out real and imaginary experiences and include learning goals such as maths
- devise a system to ensure that curriculum planning takes consideration of children's identified next steps for learning, to ensure they are consistently and sufficiently challenged
- improve the organisation of the day to enable more free-flow, un-disturbed play and provide more opportunities for children to select their own resources and be able to use them to design and create independently
- improve resources and opportunities for children to use information, communication technology resources within the setting.

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.