



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 144680

DfES Number: 531452

INSPECTION DETAILS

Inspection Date 24/02/2005
Inspector Name Catherine Greenwood

SETTING DETAILS

Day Care Type Full Day Care, Creche Day Care
Setting Name Lambeth College Nursery
Setting Address 45 Clapham Common South Side
London
SW4 9BL

REGISTERED PROVIDER DETAILS

Name Lambeth College

ORGANISATION DETAILS

Name Lambeth College
Address 45 Clapham Common South Side
London
SW4 9BL

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

Lambeth College Nursery is run by Lambeth College. The nursery includes a crèche. It opened in 2000 and it provides childcare for the children of the students who attend the college. It is located in a purpose built modular building, which has been totally refurbished to accommodate the provision.

The premises comprises of two group rooms, children's toilet facilities, staff facilities, kitchen, office and an outdoor area. A maximum of 34 children aged 18 months to under 5 years may attend the nursery at any one time. The crèche may have 12 children aged 2 to under 8 years at any one time.

The setting operates during college term times only. The nursery is open from 08.30 to 17.30, Monday to Friday. The crèche is open from 18.00 pm to 21.00, Tuesday to Thursday and Saturday morning from 09.00 to 13.00.

Currently there are 57 children on roll, this includes children who receive funding for nursery education. Children attend a variety of sessions both full time and part time.

There are six full time and two part time members of staff who work with the children. All have qualifications in early years. In addition there is a nursery manager and the head of client services who has overall responsibility for all Lambeth college nurseries/crèches. The college works in partnership with the Early Years Development and Childcare Partnership and The Learning and Skills Council through its 'Additional Childcare Places' scheme.

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

How effective is the nursery education?

Lambeth College Nursery provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Children make generally good progress in all areas except knowledge and understanding of the world, which has significant weaknesses.

Teaching is generally good. Staff communicate with the children very well and they give good individual support to help the children use the resources successfully. Staff show understanding of how children learn, but are less secure in their knowledge of the stepping-stones to the early learning goals. They provide a good range of planned activities, but do not always ensure that all areas of learning are sufficiently covered. Staff respond with interest to what children say and do and, they make very good use of spontaneous opportunities to enter into conversations and ask questions that extend children's imagination and learning. They use effective techniques to manage children's behaviour.

Staff observe and record children's progress but future objectives for individual children's learning are not identified, shared with parents nor linked to planning. Staff know how to support children who have special needs and they adapt activities to ensure their inclusion. However systems are not in place to regularly review progress and plan in consultation with parents and other agencies.

Leadership and management of the nursery are generally good. The setting is well organised and staff work well as a team. The newly appointed manager has clear expectations of practice and shows commitment to improving the nursery education, but is yet to develop systems to effectively monitor and evaluate the provision.

Partnership with parents is generally good. Staff have a welcoming approach and parents have good opportunities to discuss their child's progress. Parents receive information about activities but are not given information on the foundation stage curriculum.

What is being done well?

- Staff join in the children's play with enthusiasm, for example helping them to build a snowman when playing outside. They give individual children a good level of support, help them to use the resources successfully and have a positive approach to ensuring all children feel secure and settled. The staff have an easy rapport with the children and warm relationship with them.
- Staff provide a well structured environment where children have good opportunities to take part in a range of activities such as cooking. Staff are consistently receptive and responsive to what children say, and engage in conversations that encourages children to share their ideas, experiences and

knowledge and develop their thinking and language. This is a particular strength of the setting, where staff are quickly able to adapt the activity to accommodate spontaneous opportunities to extend learning, that are often initiated by the children themselves.

- Staff have a good knowledge of children's individual needs. They use effective techniques to manage children's behaviour and obtain their co-operation and interest and successfully adapt activities and large group teaching sessions for example by using visual aids, to accommodate children with special needs and ensure their inclusion.

What needs to be improved?

- staff knowledge of the early learning goals and the system used for planning, to ensure that all aspects of the areas of learning are sufficiently catered for and, that there are clear links between the learning objectives for activities and the next step for children's individual progress
- opportunities for children to explore and talk about objects, find out about the natural world and features of the local environment, find out how things work and learn how to use everyday information and communication technology to support their learning
- systems to review the progress of children with special educational needs and develop plans in consultation with their parents and other agencies
- information for parents about the foundation stage curriculum and opportunities to share the next step for their child's learning.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children concentrate and sit quietly during story times. They show enthusiasm and excitement doing activities such as cooking. They are developing positive relationships with each other and the staff and, they have a good awareness of behaviour expectations. More able children are developing good self confidence speaking in a familiar group. However opportunities for staff to encourage children to develop personal independence, for example putting on coats and pouring drinks are being missed.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well with each other and the staff. They enjoy listening to stories and rhymes and they join in with repeated phrases. They show interest in books, looking at illustrations, point out objects and talk about familiar elements. However, children have too few opportunities to learn the sounds of letters and, to about writing for different purposes, although some more able children are beginning to write their name with most letters well formed.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show interest in numbers and they spontaneously count objects they can see in their environment. They count reliably when using props. They are beginning to learn about separating objects and bringing the parts together to make the total. They show awareness of shapes and through practical activities like cooking they are beginning to learn about measures and quantity but opportunities to encourage children to use related mathematical language during activities are being missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children show developing awareness of cultures and beliefs and they are able to talk about significant events in their lives. They have insufficient opportunities to explore and talk about objects, find out about the natural world or to notice features of the local environment for example through outings. Children join materials together with a purpose but do not have opportunities to learn how to use information and communication technology and programmable toys to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children show good hand and eye co-ordination when transferring ingredients and cutting up cherries for cooking activities. They show good control and co-ordination when running about in the snow in the garden and are learning to steer and manoeuvre the bikes and other wheeled toys. Children are developing an awareness of space when taking part in large group activities using the parachute, however, there are too few opportunities for them to gain skills in climbing, sliding and balancing.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children use their imagination when painting at the easel and when making up their own stories in response to adult prompts. They respond with great excitement when playing in the snow and have access to media and materials such as sand, water, corn flour, shaving foam and paint. Children are beginning to sing simple songs from memory and are beginning to learn the words of new songs. There are no opportunities for children to move creatively 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

- improve staff knowledge of the early learning goals and improve the system used for planning, to ensure that all aspects of the areas of learning are sufficiently catered for and, that there are clear links between the learning objectives for activities and the next step for children's individual progress
- provide opportunities for children to explore and talk about objects, find out about the natural world and features of the local environment, find out how things work and learn how to use everyday information and communication technology to support their learning
- put in place systems to regularly review the progress of children with special educational needs and develop plans in consultation with their parents and other agencies
- provide information for parents about the foundation stage curriculum and opportunities for them to share the next step for their child's learning.

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.