



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 123142

DfES Number: 500482

INSPECTION DETAILS

Inspection Date 21/01/2003
Inspector Name Janet Marie Thouless

SETTING DETAILS

Setting Name Yukon Day Nursery
Setting Address Dalton House
Balham Hill Estate
Balham
SW12 9DN

REGISTERED PROVIDER DETAILS

Name Mrs Jessie Oladele

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
Yukon Day Nursery opened on 07/01/1993. The nursery operates from a large hall with additional rooms, underneath a block of flats on the Balham Hill estate South London. The nursery is registered for 24 children aged 2-5 years. There are currently 13 children on roll. This includes three funded three year olds and four funded four year olds. At present no children attending have special educational needs; or for whom English is an additional language. The nursery opens Monday to Friday for 50 weeks of the year. Opening hours are 8.30am - 6.00pm. Staff working with the children hold a range of child care qualifications. The nursery receives support from the Early Years Childcare Partnerships.

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

How effective is the nursery education?

Yukon Day Nursery offers good quality education, where children enjoy learning through a wide range of interesting activities. Effective teaching helps children make generally good progression personal, social and emotional development, communication, language and literacy and physical development. Teaching is generally good with some good aspects. Since the last inspection staff have attended training in curriculum planning and other child-care related courses. The teaching of physical and creative development is good and is supplemented by a dance teacher and physical education tutor. Staff are relaxed and friendly in their management of the children. Staff are able to plan activities and demonstrate a good knowledge of six areas of learning. Most of the activities available are adult led, little opportunity is given for the children to participate in freely chosen activities, especially in the area of mathematical understanding. The children are eager to learn, however, staff are not always diligent in extending knowledge during question time. Leadership and management are satisfactory. This ensures a shared understanding of good early years practice. A weakness in this area is that staff are not able to evaluate their work as practitioners. The partnership with parents and carers is very good. Parents commented verbally and on paper how happy they are with the way their children are taught. Some commented that children who attend the nursery went on to do very well in school. The assessment of children's learning has improved. It follows the headings in the early learning goals. However, staff do not always use the information about children's individual achievements to focus their learning. The nursery has a good range of equipment to cover all areas of learning.

What is being done well?

- Children's behaviour is generally good. - Staff have attended training in the early learning goals. This reflected in the planning and delivering of activities in the six areas of learning. - The programme for physical development is supplemented by visiting teachers who engage the children in dance and physical education. - The programme for knowledge and understanding of the world is supplemented by visits to places of interest in the wider community. Visits to the nursery from local professionals helps to extend the children's learning. Pictures on display showing the celebrations of festivals and visits, allows the children to re-visit past events and talk about them. - Staff work well as team to provide an interesting range of activities, good role models and harmonious learning environment. - The range and balance of resources supports the children in the six areas of learning.

What needs to be improved?

- ensure that staff are diligent in ensuring that they encourage spontaneous play and extend the children's learning. - Observations on the children should be used to plan

appropriate activities. The planning of activities must clearly show how the children are progressing to the next stepping stone. - use and encourage freely chosen activities in daily routines to extend children's learning particularly in the programme for mathematical development.

What has improved since the last inspection?

The setting has made generally good improvements since the last inspection. The programme for communication, language and literacy has improved. Children are able to understand that text carries meaning. Children are also able to write their names on craft work. The system for recording children's significant achievements on a daily basis is in its early stage of development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children make very good progress in this area. They confidently express verbally and emotionally. They relate well with each other and adults. Children work purposefully at given tasks. However missed opportunities to extend children's independence around meal times needs to be developed.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Very Good
Children are making good progress in this area. Many of the children are confident speakers and engage easily in conversations with each other and adults. Children are able to understand that text carries meaning. Most of the children are able to write their names on craft paper.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children progress in this area is satisfactory, simple everyday situations are used to help children understand concepts such as "how many". They do not often develop or consolidate mathematical learning during activities.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children's progress in this area is very good. Children are made aware of the wider community by visiting places of interest, such as London History Museum. Visitors from different professional in the community extend the children's awareness of outside events. The celebrations of festival help to foster the children's understanding of different cultural traditions. Children were not challenged at times through discussion and this lead to missed opportunities of learning.	
PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children make generally good progress in this area. They have a wide range of equipment to use outdoors, a physical education and dance teacher is employed to tutor the children in this area. Children learn the importance of hygiene and know why they wash their hands before eating and after using the toilet.	
CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in this area. Children express themselves through a variety of experiences including music, painting, drawing and work with malleable materials. At times children did not use the resorces available to them to their full potential and this reduced leaarning opportunities.	

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 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

- More detailed written plans should be introduced to cover all six areas of learning. Assessments must be used to plan for the individual child, clearly showing how they will progress to the next stepping stone. - Ensure that everyday objects such as cups, shoes, plates, knife and forks should be used to - Increase and develop further mathematical concepts. More opportunities to be given for children to engage in freely chosen activities for them to further develop their mathematical concepts and knowledge and understanding of the world. The organisation of resources to enable children to choose and make best use of the good range of learning materials in comfort.