



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 144088

DfES Number: 531441

INSPECTION DETAILS

Inspection Date 21/10/2004
Inspector Name Patricia Chapman

SETTING DETAILS

Day Care Type Full Day Care, Creche Day Care
Setting Name Brixton Centre - Lambeth College Nursery
Setting Address 56 Brixton Hill
London
SW2 1QS

REGISTERED PROVIDER DETAILS

Name Lambeth College

ORGANISATION DETAILS

Name Lambeth College
Address 56 Brixton Hill
London
SW2 1QS

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 Brixton Centre is one of two nurseries run by Lambeth College to support students to attend further education. It opened in 1995 and operates from a self contained unit situated in the college. A maximum of 40 children may attend the nursery at one time. The children have access to two play rooms and a secure garden area. The nursery is open each weekday during term time from 08:45 to 17:45.

There are currently 68 children aged from 2 to under 5 years on roll attending both full time and part time places. Of these 21 children receive funding for nursery education. The nursery currently supports a number of children with English as an additional language.

The nursery employs 9 staff. All the staff hold appropriate early years qualifications.

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

How effective is the nursery education?

The children are making satisfactory progress towards the early learning goals and very good progress in physical and creative development.

The quality of teaching is generally good. Staff provide a range of challenging activities during free play session. The grouping of children at story time and other group activities is sometimes inappropriate due to the wide age range of children's understanding and developmental needs. Staff monitor children's progress through the stepping stones and are clear on the children's achievements. The next stage of children's individual learning and how staff intend to support children to achieve this is not clearly identified in the children's developmental records. The routine of the day does not always ensure children attending for part of the day have equal access to adult led and child initiated activities. Several of the staff are bilingual which helps many of the children with English as additional language to settle and make good progress.

The leadership and management is generally good. Clear policies and procedures are in place to ensure staff are clear on their roles and responsibilities. Staff have good access to further training. Regular individual supervision sessions are organised to support staff develop their teaching practice. Regular staff meetings are held to plan activities, themes and projects. There is not yet a rigorous system to monitor the quality of teaching and planning although this is now planned.

Partnership with parents is generally good. Staff with bilingual skills are on hand to talk to parents with English as a second language. The lack of clearly identified learning intentions does not always enable parents to work in partnership with staff to support their children's learning. Parents are warmly welcomed and have good opportunities to settle their children into the nursery.

What is being done well?

- The range of challenging activities provided for the children such as an overhead projector where children were able to place a range of plastic insects on the top of the projector to display the insects on a screen with staff encouraging the children to name the insects, count the legs of spiders, and talk about similarities and differences.
- The development of the children's creative skills with the availability of a well stocked painting area which enabled the children to paint in a creative way.
- The development of the children's physical skills with daily access to well resourced outdoor area and the opportunity to use a range of tools such as paint brushes, scissors and construction materials.

What needs to be improved?

- The grouping of the children to ensure staff can provide challenging group story times for 3 and 4 year olds and focus on the needs of children with English as an additional language.
- The identification of the next stage of children's learning across the six areas of learning so planning can be more focused on the children's individual developmental needs and enable staff to work in partnership with parents to support their children's learning.
- The organisation of the routine of the day to ensure part time children have equal access to activities and minimising disruption of the children's play while staff are having to re organise tables and activities throughout the day.

What has improved since the last inspection?

The nursery now uses the stepping stones within the foundation stage as a guide line to monitor the children's progress.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are able to take turns and share. Children behave well and they have good relationships with adults and one another. Staff ensure that new children are supported well to settle into the nursery. The routine of the day sometimes limits part time children to select resources and use them in an independent way. The wide age range of children at group times sometimes results in staff not being able to sustain older children's interest and support them to express their views and feelings.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

During free play activities staff plan and support activities to extend the children's language through asking questions and giving new information. Children have opportunities to write, recognise letters and words. The large group story times do not encourage the children to speak confidently and share their own experiences and ideas. Children seldom observed selecting books independently and sharing books and discussing pictures with their peers.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning to count and understand numbers through a range of practical experiences. Children have opportunities to weigh, make patterns, and compare size. Children recognise and write numerals, use mathematical language confidently and enjoy investigating rhythm. Few opportunities are provided to encourage four-year-olds to add and subtract.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are able to explore living things such as leaves. They are offered lots of new language to extend their vocabulary and understanding. Children are able to build and construct using a variety of materials. They are learning about a sense of time through the daily routines. The children are beginning to understand information technology through using the computer. There are limited opportunities for children to learn about the features of their local community.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and imaginatively, showing an awareness of others when riding and steering bikes. Children use a range of small equipment with increasing control and they independently select tools such as scissors for specific tasks. They have good opportunities to climb, balance, scramble, slide and 4 year olds are able to kick balls with accuracy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities to explore colour, shape, space, texture and form in two and three dimensions. They have opportunities to paint pictures using a wide range of colours and have opportunities to use their imagination in the home corner and when using small world equipment. They take part in regular movement and music sessions and have access to puppets and dressing up clothes.

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

- Introduce a rigorous system to monitor and evaluate the quality of teaching and the planning.
- Identify clearly the next stage of children's learning across the six areas of learning and how staff intend to support identified goals.
- Review the routine and grouping of the children to ensure that staff can focus on the individual development needs of children and during adult led activities.

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.