



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 144685

DfES Number: 582543

INSPECTION DETAILS

Inspection Date	26/02/2004
Inspector Name	Valerie E Davis

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	James Kane Day Nursery
Setting Address	Tyers Terrace Kennington London SE11 5LY

REGISTERED PROVIDER DETAILS

Name	Lighthouse Education Service 1091641
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ORGANISATION DETAILS

Name	Lighthouse Education Service
Address	Tyers Terrace London SE11 5LY

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

James Kane Nursery is managed by a management committee and has charitable status. The nursery consists of three playrooms, two outdoor play areas, bathroom, a newly refurbished changing area and office.

The nursery is registered to care for 32 children aged from 2 to 5 years of age. There are currently on roll 16 funded 3-year-olds and 5 funded 4-year-olds. The setting supports a number of children who speak English as an additional language. There are currently no children with identified special educational needs.

There are nine members of staff. Senior staff hold a range of appropriate childcare qualifications and recently appointed staff are involved in various courses leading to child care qualifications. The manager and most staff are new since the last inspection. The manager has developed links with the Early Years Development and Childcare Partnership and the setting receives support and training from the local education authority.

The nursery operates throughout the year, with a two week holiday at Christmas. Hours of opening are from 08.00 to 17.45, Monday to Friday.

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

How effective is the nursery education?

The provision for nursery education at James Kane Nursery is good overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff are sensitive to children's emotional and educational development and this has a positive effect on the nursery. Behaviour is very good and managed well. Staff emphasise learning through play although there are missed opportunities by some staff to engage in purposeful discussion with children during their play. Children learning English as an additional language are supported well. Provision for children with special educational needs is good.

Recently introduced observation and assessment strategies are not yet fully effective. Although staff use their child observations to plan, they do not focus on the early learning goals nor identify what individual and groups of children will achieve. They do not ensure that all children, particularly the more able three and four year olds, are sufficiently challenged. Children's progress is recorded and this information is shared with parents.

The leadership of the nursery is generally good. The manager has introduced positive measures to improve provision through an effective staff training programme, increased resources and an improved strategy for assessment and planning. However, the benefits of these initiatives are yet to become part of day-to-day practice. There is not yet a rigorous system in place to monitor the planning and the delivery of teaching. There is a positive relationship between the management committee and the manager.

The partnership with the parents is very good. Parents are represented on the management committee. They are well informed about the care and education of their children and they receive helpful information about their child's progress in the six areas of learning, through discussion and written reports.

What is being done well?

- Behaviour is very good and children are kind and helpful to each other. They are encouraged to take turns and to share resources.
- Children learning English as an additional language are encouraged to join in all activities and provision for children who may have special educational needs is good.
- The use of a new climbing frame and second play area encourages children's interest and achievements in outdoor play.
- The partnership with parents is effective in supporting children's learning. Good communication strategies and the establishment of a parenting course,

in liaison with the Early Years Development and Childcare Partnership, foster positive relationships with parents.

What needs to be improved?

- some staff members' interaction and discussion with children during activities, to consolidate and develop children's learning
- staffs' knowledge and understanding of the stepping stones and the early learning goals, so that they can make more effective use of their observations and assessments when planning activities.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are motivated to learn, share and take turns. Older children are keen to be allocated "duties" and they happily tidy up, set out crockery and serve younger children during snacks and lunchtime. Behaviour is very good. Most of the older children show good levels of personal independence and support the younger children. Children have a positive sense of themselves and their place within the setting and within the wider multi-cultural community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk freely with staff and other children. They express their emotions and knowledge with confidence. Children learning English as an additional language join in all the play activities. Most of the children are beginning to understand that print carries meaning and use books well. All four year olds are beginning to write simple words and their names with increasing ability, although some less experienced staff miss opportunities for children to write for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most of the children can count to ten and beyond. They recognise the relationship between numbers and concrete items and spontaneously count throughout the day. However, there are not enough opportunities to write and record numbers. Children explore concepts of weight and volume when playing with sand and water and use estimation to share out food and drinks during mealtimes. Children use jigsaws, block play and peg boards to identify geometric shapes and make patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate the local environment through trips to the shops, parks, city farms and to the seaside. During outdoor play they design and build imaginary roads and bridges. They use computers and tape recorders with increasing dexterity and they use appropriate language when describing the hardware. Visiting dentists and health visitors support children's learning about their bodies and how to take care of themselves. Cultural diversity is celebrated by all children.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children make excellent use of the good resources, including a new climbing frame and a second play area. They are confident in gaining control of their bodies and develop their physical skills through music, dance and an extensive range of appropriate indoor and outdoor activities. Outdoors, children run, skip, hop, jump and pedal confidently and safely. During indoor play they use different art materials to thread, roll, pinch and squeeze as they develop their hand and eye coordination.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Effective opportunities are provided for children to develop their creativity. Children's confidence and imagination is fostered through the use of paint, collage materials, sand, water, construction and musical activities. However there are missed opportunities to develop children's interest in music as some less experienced staff are not always confident when using the instruments. Mealtimes provide further opportunities to explore taste, colour and textures.	
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

- ensure that staff consistently use effective discussion and interaction with children, in order to extend children's learning
- review existing teaching and planning practice, so that all staff are able to make more effective use of observations and assessments when planning activities for the children. Ensure that activities provide sufficient challenge for individuals and groups of children.

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.