



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 110252

DfES Number: 530395

INSPECTION DETAILS

Inspection Date 07/02/2005
Inspector Name Olive Sumner

SETTING DETAILS

Day Care Type Sessional Day Care, Full Day Care, Out of School Day Care
Setting Name Kids Pre-School Nursery
Setting Address Delta House Units 4-6
Salterns Lane
Fareham
Hampshire
PO16 0QS

REGISTERED PROVIDER DETAILS

Name KIDS

ORGANISATION DETAILS

Name KIDS
Address 6 AZTEC ROW
BERNERS ROAD,LONDON
LONDON
N1 0PW

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

KIDS provides a range of services for children including an Early Intervention Service for 0-2 year olds and extensive community based services for 0-19 year olds including Outreach, Family Support, Young Carers and Training for other providers. It is a branch of a national charity and is registered to provide care for 40 children aged 2 years to 8 years.

The centre provides three types of provisions, which includes a nursery pre-school for children aged 2 years to 5 years, a holiday playscheme for children aged 2 years to 8 years and a Saturday fun club for children aged 2 years to 8 years. Most children who attend have a variety of special needs, some have multiple disabilities. Children are referred by parents, health departments and social services. The nursery is inclusive and children come from a wide range of backgrounds and from a wide geographical area. Some children are transported in by mini-bus with escorts for each child.

The nursery is registered for sessional care for a maximum of 26 children aged over 2 years and under 5 years. There are currently 32 children on roll and 29 children are in receipt of nursery education funding. Opening times are 09:30 to 12.00 & 13:00 to 15.30 Monday to Friday term time only.

The Early Years Manager is responsible for the overall organisation of the nursery and has an NVQ 4 qualification. There are three qualified staff working with the children at any one time and relevant early years qualifications include NVQ 3 in Childcare and Education, NNEB and portage training. The nursery incorporates a Highscope approach. It is a member of Pre-school Learning Alliance (PLA) and is working towards accreditation and is registered with 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?

The KIDS Nursery provides high quality nursery education overall, which enables children to make very good progress towards the early learning goals. Personal, social and emotional development is a significant strength.

The quality of teaching is very good. It is a significant strength. Teaching is very effective and meets children's specific needs because activities have clear learning objectives and staff know what children are expected to learn from their play and practical activities. Staff skilfully use a wide range of teaching strategies, are involved in what children do and question very effectively. Expectations are high and children are appropriately challenged and consistently build on what they know. Relationships and behaviour are excellent. Children are very well managed and respond to the caring and supportive staff who encourage children's skills of independence. Planning and assessment are very effective. The curriculum ensures that children learn in a motivating and well organised learning environment. Children's progress is well tracked. Very effective systems support children identified with a wide range of special educational needs and children make very good progress. Some opportunities are missed to enhance provision in the outdoor play area.

Leadership and management are very good. The new Early Years Manager oversees well organised provision. She ensures effective management systems are in place and is able to build on the strengths of the setting. The Senior Early Years Practitioner is very committed. She is dedicated to the children and has a clear vision for early years. She is an excellent role model and is supported by a very capable and committed staff team. Staff do not always have access to training opportunities.

Partnership with parents and carers is very good. Parents value the high quality provision, the commitment of the staff and the support they are given. They feel well informed and involved in children's learning.

What is being done well?

- Personal, social and emotional development is fostered very well. Children feel important and are valued and value each other. Relationships and behaviour are excellent and children learn to be independent, to share, take turns and make their own choices.
- Children are very well supported and encouraged to develop their speaking and listening and communication skills. The use of signing and visual strategies is excellent. Children begin to develop mathematical vocabulary and understanding from a very good range of well planned, fun practical activities and in everyday situations.

- The curriculum is very well planned and is interesting and motivating. It provides children with many very worthwhile real life experiences to explore and investigate and to develop their imagination as when on a bear hunt in the woods.
- Teaching strategies are excellent and meet children's needs very effectively. Children are happy and confident and show enthusiasm in what they do. Time and resources are used very well. All children make very good progress.
- The Early Years Senior Practitioner is an excellent role model. Her commitment, high expectations and dedication to the children have a significant impact on the high quality provision. All staff are very committed to improving care and education for all children.
- Very good systems and services are in place to ensure children and their families are well supported. The nursery works in close partnership with parents and with outside agencies to support children's needs.

What needs to be improved?

- the organisation of the outside play area so that children can access large toys independently and safely
- enhance opportunities in the outside play area for children to respond to their senses, investigate, explore and develop their imagination
- opportunities for staff to access training to enhance their very good practice.

What has improved since the last inspection?

There has been very good progress in children's learning since the last inspection.

The nursery was asked at the last inspection to consider the role of music in the curriculum. Music is now used as an effective teaching tool to motivate and enthuse the children across all areas of the curriculum. Children respond with enjoyment and extend their learning. They learn to listen, recognise and explore how sounds are changed. They have many opportunities to sing songs from memory, to use musical instruments and match movement to music.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and settled and motivated to learn. They feel important and valued and confidently try new activities and can work in familiar groups. They respond to significant experiences and become aware of their own feelings and the feelings of others. Relationships and behaviour are very good. Children respond to the high but appropriate expectations of the staff who use praise well. Children learn to be independent and are able to make choices and select resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very well supported and encouraged to interact and talk to one another as in circle times. They learn to use speech to organise their play and imagined experiences as in the sandwich shop or three bears cottage and they extend their vocabulary. They respond enthusiastically to stories and rhymes and learn to use books for enjoyment and they enjoy hearing sounds in rhyming words and letters. They learn to recognise their name and confidently attempt their own writing and mark making.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children become familiar with numbers in everyday situations and they confidently begin to learn to count reliably and recognise numbers. They develop mathematical vocabulary and understanding from well planned fun opportunities as when finding money in number bird's beak and singing number rhymes. They compare and describe shapes in the sandwich shop and develop understanding of size, position and quantity in practical activities linked to Goldilocks and the three bears.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children confidently investigate and explore in the indoor and outdoor environment and in real life situations. They identify features of living things, observe the weather and ask questions about what they do. They build and construct and use information technology to support learning. There are excellent opportunities to explore the local area on regular mini-bus expeditions. They find out about past and present in their own lives and they celebrate their own culture and the culture of others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently in the indoor and outdoor environment. They use large toys with increasing control and co-ordination and climb, balance and travel over, under and through. They become aware of their own space and that of others and begin to recognise the importance of being healthy. They have access to a good range of small and large equipment and use small tools, construction and malleable materials with increasing skill. On occasion large toys are difficult to access independently.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour, texture, shape and form. They respond to musical activities and sing songs from memory with enjoyment and recognise how sounds can be changed. They develop their imagination in very well planned role play experiences as when walking in the woods or in the three bear's cottage and they respond to their senses exploring porridge oats and have very good opportunities to express their own ideas. Opportunities are missed to enhance provision in the outdoor play area.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- continue to monitor and develop the educational provision and enable staff to take advantage of the training opportunities available in order to enhance the present very good provision
- continue to develop the outside environment so that children's opportunities to respond to their senses, explore and investigate and develop their imagination are enhanced even further.

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.