



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 146917

DfES Number: 533326

### INSPECTION DETAILS

Inspection Date 01/02/2005  
Inspector Name Maxine Rose

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Carville Day Nursery  
Setting Address 43 West Avenue Road  
Walthamstow  
London  
E17 9SF

### REGISTERED PROVIDER DETAILS

Name Daley Care Nurseries

### ORGANISATION DETAILS

Name Daley Care Nurseries  
Address 43 West Avenue  
Walthamstow  
London  
E17 9SF

## 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

Carville nursery opened in 1997 and operates from three rooms in a purpose-built building situated in the Walthamstow area of Waltham Forest. A maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.30 for five days a week all year round. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from 0 to under 5 years on roll. Of these 12 children receive funding for nursery education. Children come from a wide catchment area.

The nursery employs 12 staff. All of the staff, including the manager hold appropriate early years qualifications.

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

### How effective is the nursery education?

Carville Day Nursery offers good quality provision for children. The children are making generally good progress towards the early learning goals and stepping-stones. They are making very good progress in the learning areas of communication language and literacy, knowledge and understanding of the world, physical and creative development.

The quality of teaching is generally good. The staff have very a good knowledge and understanding of most areas of the early learning goals and stepping stones. The children are enthusiastic and interested to learn. Curriculum plans are being developed. Plans lack detail and are not sufficiently linked to the stepping stones this results in some shortcomings in the learning areas of personal, social and emotional development and mathematics. The staff use a good balance of adult-directed activities and free play activities to develop children's interest in learning. At times the programme does not always enable younger children to access resources to work independently. Practical situations are not used effectively to develop older children's understanding of calculation and problem solving. Assessments about children's progress show what they can do but not how learning will be extended or adapted to support their learning in the next stage.

The staff manage the children very well and have high expectations for behaviour. Good emphasis is given to meeting children's individual needs.

The leadership and management are generally good. They promote a flexible working system that encourage open communication and opportunities for staff development. The progress for developing the educational provision is limited by some unclear aims and objectives.

The partnership with parents is very good. Useful information about activities and nursery procedures are readily available on the notice board, policy booklet and in newsletters. Parents are invited to discuss and take part in their children's learning.

### What is being done well?

- The committed staff team work well together to provide children with many worthwhile learning experiences.
- The programme for communication language and literacy effectively develops children's spoken language and appreciation of books: children are able communicators with progressive skills in reading and writing.
- The children's understanding of living things and features in their environment are successfully developed through well planned themed activities.

**What needs to be improved?**

- Assessments of the children's progress in relation to the stepping stones and it's use to inform planning.
- More use of practical situations to develop older children's mathematical understanding of calculations and comparing numbers.
- Planning of activities and organisation of resources to give younger children the chance to practice speaking in familiar groups and to access resources to work independently.

**What has improved since the last inspection?**

This is the settings first funded nursery education inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are confident. They readily take part in the full range of activities and work with a purpose to finish tasks. The children behave well. They take turns and share resources amicably. Practical resources and themed projects positively promote children's awareness of the cultures and beliefs of the wider community. At times opportunities for younger children to work independently and speak in groups are limited by the organisation of resources and activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Older children are good listeners and confident speakers, they express their ideas clearly to organise their games. Children write for a variety of purposes including familiar words and sentences. The children are learning to write in correct form. Younger children enjoy retelling stories from favourite books. They use books to find information about their projects and build their vocabulary by exploring meanings of familiar words. They make good use of sounds to develop reading skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can recognise shapes, size and position accurately. They are encouraged to count to ten and beyond and have good opportunities to use numbers for a variety of purposes. A good range of commercial toys are used to enable children to sort, compare and re-create patterns. Occasionally the use of practical activities to promote children's understanding of adding, taking away and comparing numbers is limited.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children often enquire about how things work. They understand the basic operation of computers and use them well to extend their learning. They learn about living things and are encouraged to look at changes in their environment and record their findings. Children are learning about their local environment whilst on trips and outings. Themed topics and good use of resources enable children to learn about different cultures when celebrating religious festivals.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

The children confidently walk, run and jump safely using controlled coordinated strides in their movement around the garden area. They are aware of some facts about the changes in their bodies and the importance of correct food to maintain strength and energy. The children apply skill and caution when handling small and large equipment.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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The children paint, cut, stick and draw using different natural and made collage materials in their artwork to develop their awareness of two and three-dimensional shapes. They are using their senses in a variety of ways when exploring texture of sand, taste of food, smell of fruits and sounds in their environment. The staff extend children's imagination in music and dance through role play and the use of musical instruments.

**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**

- Make provision within personal, social and emotional development for younger children to speak in familiar groups and access resources easily to work independently.
- Use more familiar and practical situations to develop older children's skills for adding, taking away and comparing numbers in mathematics.
- Produce a systematic approach for recording children's progress and attainment that is directly related to the stepping stones and use the information to inform curriculum plans.

*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.*