



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY241497

DfES Number: 533279

### INSPECTION DETAILS

Inspection Date 08/12/2004  
Inspector Name Lisa-Marie Jones

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Princess Christian Day Nursery  
Setting Address 261 Malden Road  
Cheam  
Sutton  
Surrey  
SM3 8ET

### REGISTERED PROVIDER DETAILS

Name Princess Christian Nurseries, Nord Anglia Plc. 861615

### ORGANISATION DETAILS

Name Princess Christian Nurseries, Nord Anglia Plc.  
Address Nord Anglia Nurseries +/-a Leapfrog Day Nurseries  
Nord Anglia Education Plc, Anglia House, Carrs Road  
Cheadle  
Cheshire  
SK8 2LA

## 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

Princess Christian, is a purpose built two storey Day Nursery situated in Cheam, within the London borough of Sutton. It was first registered in September 2002. The nursery forms part of a growing chain of nurseries owned and managed by "Nord Anglia Nurseries Ltd".

The nursery is registered to provide care for 88 children each day, aged from 3 months to 5 years. There are currently 115 children on roll, this includes 22 funded 3- year olds and 4 funded 4- year olds. Children either attend full days, morning or afternoon sessions.

The nursery welcomes children with special needs and has staff employed with appropriate experience and training to meet their needs.

The group opens five days per week all year round from 7.30am - 6.00pm

The ground floor is organised to accommodate 48 children aged under 2. There are 4 baby rooms which accommodate six babies in each and two toddler rooms which accommodate 12 children in each. There is adjacent nappy changing, and milk preparation rooms. The first floor accommodates 42 children aged from 2 to 5 years. The children are divided into 2 groups of 12 for the 2 to 3 year olds and one group of 16 for the 3 to 5 year olds. The majority of the staff hold a level 3 child care qualification and other staff are qualified to level 2. In addition the organisation trains students. There is an on going training programme for staff , 8 of whom recently completed the Foundation Stage of Learning certificated course. The setting receives support from the Early Years Development Childcare Partnership (EYDCP).

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

### How effective is the nursery education?

Princess Christian Nursery provides education where children are making generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development and creative development.

Teaching is generally good. Staff plan a range of activities and make learning fun for the children. Staff are generally well deployed and try to ensure that children receive sufficient attention and support in their play. A new system has been implemented to observe and assess children's development and this will be used to aid planning for children's individual needs. Due to the organisation of children in poppy room and the use of children's assessments there are limiting challenges in the areas of communication, language and literacy and mathematical development, and staff do not show enthusiasm when participating in outdoor activities.

More resources need to be provided to explore technology and investigation. Resources are organised well so children can make choices and have good opportunities to use their imagination during role-play and creative activities

Leadership and Management is generally good. At the time of the inspection a change of organisation was taken place. Plans are in place for future development and advice is sought from the EYDCP. The management is committed to providing good quality education for children. Continuous improvements have been made to the setting regarding activity planning and practice, although the systems to monitor or evaluate the changes are not effective. The staff team works well together and ensures the smooth running of the setting.

The partnership with parents is very good. Parents have opportunities to discuss children's progress and are well informed about forthcoming events and the curriculum although no information is given regarding the importance of the foundation stage. They have the opportunities to actively take part in their children's learning.

### What is being done well?

- Staff interact well with children. They participate in activities and question children appropriately. They set a good example for children to follow and reinforce good behaviour at all times. Children are settled and run in the nursery without saying goodbye to parents. Staff ensure that the environment is welcoming to all through bright displays and a cheerful disposition and by making to most of the resources available to them.
- Children with special educational needs are fully included in the nursery. Staff work well with other professional and parents. They have attended relevant training to ensure they have full understanding of children needs and are able to ensure that assessments and individual targets set are achievable and

reviewed on a regular basis.

- Staff plan a variety of exciting topics. They ensure that the children's own cultures and beliefs, as well as those of the community around them, are fully explored at a level that is appropriate for them.

#### **What needs to be improved?**

- the use of observations and evaluations of activities to inform planning for the next stage in children's individual development.
- the organisation of children in poppy room
- circle time in poppy room to promote mathematical development
- opportunities to explore information and technology and resources for investigating and experimenting to question why and how things work
- the system to monitor and evaluate the education provided.
- information given to parents regarding the importance of the foundation stage
- access to materials and resources to recognise words and letters and in order to write for different purposes during play, such as in the role play area in poppy room
- staff interaction during outside play.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Behaviour is good with staff providing consistent and realistic boundaries. Children relate well to everyone and can take turns during games and role-play. They are confident and motivated and concentrate well on chosen activities. Children develop independence and self help skills through everyday activities such as putting on coats and washing hands. Children are provided with good opportunities to explore and understand cultures and beliefs.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate to express ideas and feelings. They enjoy looking at books and having stories read to them and remember familiar story lines. They are encouraged to practise forming letters and writing their name during planned adult-led activities however, opportunities for children to freely access materials to write for a variety of purposes, for instance in the role play area, and to recognise words and letters are not fully exploited in poppy room.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can recognise numbers and count to 10 and beyond. There are opportunities to compare weight, lengths and sizes and more able children record what they have seen. They have opportunities to practice patterns and look at symmetry during threading activities and creative activities. They learn about shape and size by using puzzles and during circle time. In poppy room this is not always done at an appropriate pace. Children have emerging skills in calculation and subtraction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Role-play and creative activities are used to develop awareness of cultures. Children benefit from the knowledge of occasional visitors e.g. the dentist. Older children enjoy using the computer, but opportunities to explore a range of programmable equipment and question why and how things work are limited. Although children explore and investigate with all their senses, resources are limited. They have an awareness of the natural world by observing, growing and planting.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children move confidently with control and co-ordination. They use a variety of tools and equipment, such as scissors, pencils and cutlery well. Outdoors, they enjoy running, riding bikes and scooters and kicking and throwing balls. Staff do not actively support children in poppy room when using outside equipment. Children know about the importance of staying healthy and safe and know how the body works.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy role-play activities, and co-operate to act out stories from their imagination and experience. They draw pictures to represent their families or animals. They experiment with musical instruments, repeating rhythm patterns, enjoy singing familiar songs and take part in dance. They enjoy adult-led art activities and have opportunities to express their own ideas through painting, sticking, play dough, sand, water and experimenting with 3D activities.

**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**

- Develop the current system to use observations and evaluations of activities to inform planning for the next stage in children's individual development.
- Devise and implement a more rigorous system to monitor and evaluate the education provided.
- Within the poppy room organise the children appropriately to ensure that they are offered challenging activities to enable them to progress appropriately along the stepping stones.

*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.*