



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 144621

DfES Number: 518392

### INSPECTION DETAILS

Inspection Date 23/03/2004  
Inspector Name Janice Anjo

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Market Day Nursery  
Setting Address Wilde Close  
Pownall Road  
London  
E8 4JS

### REGISTERED PROVIDER DETAILS

Name The Market Nursery Limited 03838869 280419

### ORGANISATION DETAILS

Name The Market Nursery Limited  
Address Wilde Close  
Pownall Road  
London  
E8 4JS

## 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

Market Day Nursery has been operating since 1975. It is run by a management committee. The nursery occupies a three story building and the accommodation comprises of four group rooms, a kitchen, dining room, office, staff room and toilet facilities. There is a garden available for outdoor play. The nursery opens from 08.15 to 17.30 for 48 weeks a year.

The group is registered to provide care and education for 24 children. There are currently 10 funded

3-year-olds and 4 funded 4-year-olds. There are no funded children with special educational needs. Staff have experience of teaching children who have English as an additional language.

The children are cared for by six staff members, three of whom work with the 3 and 4-year-olds.

## 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 Market Day Nursery is good overall. Children are making generally good progress towards the early learning goals. They are making very good progress in their creative development and in the area of communication, language and literacy.

The quality of teaching is generally good. Staff plan a good range of activities. Although planning is linked to the areas of learning, planning is not clearly linked to the stepping stones. Children are presented with worthwhile challenges and resources are varied. Staff ensure the environment is interesting and they display children's work thoughtfully and effectively. However activities do not include learning to recreate patterns or give sufficient emphasis to learning about other faiths and cultures. Staff assess children's progress effectively and regularly. They are currently extending and improving the system.

Leadership and management of the day nursery are generally good. The manager provides good support for staff and she is keen for staff to attend training courses to update their skills.

The manager is committed to improvement and she monitors the children's activities to ensure quality. However, staff do not always receive enough guidance when they plan the educational programme.

The partnership with parents is very good. Parents are well informed about their children's progress and they are appreciative and supportive of the nursery. They have good opportunities to attend positive parenting classes, which have a beneficial effect at home. Parents are involved in their children's learning; they attend outings and help

in the classroom when possible.

### What is being done well?

- Children are making very good progress in communication, language and literacy. They enjoy listening to stories and looking at books.
- Relationship with parents are very good. Parents are encouraged to participate in courses to improve skills.
- The manager successfully identifies training needs and is supportive towards her staff.
- Children enjoy well planned creative activities and their drawings and paintings are expressive.
- There are good opportunities for children to select resources for themselves.

**What needs to be improved?**

- the method of planning, to ensure clear links with the stepping stones
- the opportunities for recreating simple patterns
- the opportunities for learning about different faiths and cultures .

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

Improvement since the last inspection is generally good. Children now have access to an attractive book area. They handle books appropriately and enjoy frequent story sessions. Staff now assess children's progress effectively and are looking at ways to improve the system following a training session.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are absorbed in activities and concentrate well. Staff encourage children to try new activities, which increases confidence. They are learning to share and are reminded to be polite. They handle materials carefully and they work together well. They are eager to help and say "I'll help" when staff lay the table for lunch. Less opportunities are planned to enable learning about other faiths and cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk to staff, answer questions and speak clearly. They learn new words such as 'smooth'. They respond with enjoyment to stories and they often select a book from the attractive story corner. Children learn about letter names and sounds, and some older children spell out their names correctly. There are good opportunities to practise handwriting and clearly recognizable letters appear in their drawings.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count with their fingers as they sing. They are learning to recognize numerals and put them in the correct order. Older children are learning to add and take away. They tackle practical problems such as finding out how many cups are needed when they have a drink. They learn about size and can recognize simple shapes. However, there is less time for children to recreate simple patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are encouraged to investigate various materials such as soil, wood, plastic, metal and ice. They make rubbings of natural objects such as leaves. Children take part in nature walks and bring back objects to talk about. They visit the library, shops and market, noticing the features of the local area and the changing weather. They like to look at photographs of past activities and exchange comments.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use a range of equipment such as large hoops and small objects such as beads with increasing skill. They have regular access to an outdoor area and learn to use the challenging climbing frame with growing confidence. They have good opportunities to run, jump and go under and over as they play outside. Children's attention is brought to healthy eating and they notice the changes in their bodies as they exercise.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have sufficient time to paint and explore colour; art work is expressive and individual. They are encouraged to develop their imaginations as they dress-up, listen to stories and play with the numerous glove puppets. Children learn to play musical instruments such as drums and tambourines. They use a wide range of tools and materials to express their ideas, for instance, they make colourful prints using sponges.

**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 there are clear links between planned activities and the stepping stones
- provide opportunities for children to learn how to make simple patterns
- increase the opportunities for children to learn about other faiths and cultures.

*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.*