



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 119581

DfES Number: 582973

### INSPECTION DETAILS

Inspection Date	23/03/2004
Inspector Name	Najma Shah

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Limehouse Arches Day Nursery
Setting Address	21-23 Trinidad Street London E14 8AA

### REGISTERED PROVIDER DETAILS

Name	Limehouse Arches Day Nursery Limited 03396672
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### ORGANISATION DETAILS

Name	Limehouse Arches Day Nursery Limited
Address	21-23 Trinidad Street London E14 8AA

## 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

Limehouse Arches Day Nursery is situated in the railway arches beneath the Docklands Light Railway in Trinidad Street, which is situated in the London Borough of Tower Hamlets. It operates from 07:00 to 19:00 all year round.

The nursery is registered for a maximum of 45 children aged under 5 years of age. There are currently on roll six funded 3-year-olds. None of these children have been identified as having special educational needs. The nursery currently supports children who speak English as an additional language.

The staff who work with the 3-year-old children are all suitably qualified. They receive support from the advisory teacher from the Early Years Development and Childcare Partnership.

## 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 Limehouse Nursery is of good quality overall. Children are making generally good progress towards the early learning goals. They make very good progress in some areas of learning.

The quality of teaching is generally good, with some very good aspects. The staff have positive relationships with the children. They promote good behaviour and encourage children to concentrate at activities. They show good knowledge and understanding of the early learning goals and the importance of play. However, they do not provide enough opportunities for children to count, and to add and take away objects, in everyday activities. There is a good balance of child selected and adult directed activities during the day. Resources and equipment are well organised, labelled and within easy reach of the children. Children enjoy participating in a wide range of practical activities, which sustain their interest well.

Children's understanding is assessed regularly through staff observations. Progress reports are shared with the parents. Children who speak English as an additional language make very good progress.

Leadership and management are very good. The manager has involved a wide range of outside agencies to support the staff training programme. Staff development is a major priority for the nursery and training has played a major role in improving the quality of teaching and learning. Both the proprietor and manager have worked hard to develop a committed staff team.

Partnership with parents is very good. The staff maintain informal and formal communication with the parents on regular basis. They encourage parents to share information about their children. Curriculum plans are on display to encourage the parents to become involved in their child's learning.

### What is being done well?

- There are effective procedures in place to ensure the quality of provision. The manager uses a quality assurance manual for self assessment. This process has been useful in identifying areas for improvement and current strengths. She monitors staff performance through regular reviews and is keen to invest in the professional development of staff.
- The nursery runs smoothly and efficiently on a day to day basis. Roles and responsibilities of the staff are clearly defined and the rota for staff is well organised.
- Staff work well in partnership with parents, in order to meet the needs of all children.
- Staff provide sensitive support and good play opportunities to develop

children's personal, social and emotional development. Children are secure, happy and keen to learn.

**What needs to be improved?**

- the teaching of mathematics, by making use of everyday activities and children's play to extend their understanding of number and basic concepts of addition and subtraction.

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

The nursery has made very good progress in response to the key issues raised at the last inspection. At that time, the quality and standards of educational provision were not acceptable in all areas of the curriculum. A well structured programme for learning is now on offer to children. Resources and equipment have been updated and reorganised. Sure Start and the Early Years Development and Childcare Partnership are fully involved and provide effective support to the nursery staff. The quality of teaching and learning has now improved and children are making good progress.

Long and short term curriculum planning is detailed and covers all areas of learning. Daily plans clearly indicate the activities on offer. Weekly curriculum plans are on display for the parents, to enable them to play a more active role in their child's learning. Plans for extension of the outdoor play area have been approved and funded through Sure Start.

Procedures for assessment have been revised. Staff observations are recorded and progress reports are shared with the parents. Assessment and record keeping systems make reference to early learning goals. Staff have received training to improve their knowledge and understanding of the early learning goals.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well behaved, happy and secure. They work well as a group and sustain interest in well organised activities. They are confident to try new ideas. They enjoy participating in role play and form good relationships with adults and other children. They are able to select resources and equipment for themselves, and develop their own play. They concentrate and sit quietly for story time.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak fluently and express their ideas and feelings clearly. They listen and respond with enjoyment and attention to stories and rhymes. They make up their own stories, for example, when dressed up as well known cartoon characters. They enjoy looking at picture books and understand that print carries meaning. They attempt to write while making pictures and patterns.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Mathematical vocabulary is developed well through practical activities and play. The children say number names in familiar contexts, such as nursery rhymes. They cannot yet count reliably. Children are developing mathematical ideas and methods to solve problems such as stacking a number of boxes by order of size. They sort everyday objects and show an interest in shape when playing with construction models. They have less time to add and take away objects in everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children play with magnetic lego, playdough, sand and water. They use the telephone in the home corner and have access to a computer. They know that the computer, television and tape recorder all have plugs and use electricity. They are developing an understanding of past and present events in their own lives, when listening to stories. Children recognise changes in the weather.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children participate enthusiastically in physical activities, showing control and coordination when manipulating a wide range of large and small objects. They handle scissors, chinks, paintbrushes, pencils and glue spreaders with confidence. They use climbing equipment, a slide, tricycle, balls and hoops, showing consideration to other children's space. They travel around, under, over and through equipment, demonstrating increasing control. They show awareness of safety issues.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children enjoy making cards using paint, glue and tissue paper. They explore colour and texture when making pictures. They join in action rhymes and sing songs, some from memory. They make music by clapping, tapping and by snapping their fingers. They use props to develop role-play.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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 programme for mathematics, by providing opportunities for children to count, and add and take away objects, in everyday situations.

*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.*