



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127478

DfES Number: 585253

### INSPECTION DETAILS

Inspection Date	02/03/2004
Inspector Name	Lesley Theresa Watts

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Radnor Park Kindergarten
Setting Address	5-6 Westbourne Gardens Folkestone Kent CT20 2JA

### REGISTERED PROVIDER DETAILS

Name	Mr Damien Healey
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## 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

Radnor Park Kindergarten opened in 1998 and moved to its present site in 2000. It operates from eight rooms, organised over three floors within a large semi-detached Victorian property in Folkestone, Kent. The group serves the local area.

There are currently 95 children from 0 to 5 years on roll. This includes 19 funded 3-year-olds and 13 funded 4-year-olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs, and who speak English as an additional language.

The group opens five days a week all year round. Sessions are from 08:00 until 18:00.

There are 22 members of staff working with the children. Of these, 16 staff have early years qualifications to NVQ level II or III. There are currently 2 members of staff working towards a recognised early years qualification.

The nursery receives support from a teacher from 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?

Radnor Park Kindergarten provides a caring and welcoming environment for children. Children are making generally good progress towards the early learning goals.

Teaching is generally good. Staff are committed and work well as a team. They continue to develop their knowledge of the early learning goals. The planning is developing to help children make good progress towards them. However, aspects of learning identified are sometimes unrealistic and the plans lack detail of differentiation to support children's learning. Staff know the children well and are sensitive to their needs, helping all children to feel valued. They show excitement in children's achievements, consequently children are eager and motivated to learn. The curriculum is generally well balanced, but aspects across the six areas are not systematically covered. Questioning techniques are generally used effectively to help children to think for themselves. A strong emphasis is placed on play, language and meaningful experiences. The system of assessment and record keeping is evolving and provides staff with useful information to monitor children's learning, however these are not yet used effectively to inform planning. Staff are developing their knowledge and understanding of the Code of Practice for the Identification and Assessment of Special Educational Needs.

Leadership and management is generally good. Staff are well supported in the care and education that they provide for young children. The manager and staff have worked hard to develop a strong team and are committed to providing opportunities for staff development. They meet regularly to review and evaluate the effectiveness of the curriculum.

Partnership with parents is very good. The nursery provides excellent information for parents about the curriculum and displays contain details of their child's work, with supporting photographs. Parent's evenings support their involvement in their children's learning and on going progress.

### What is being done well?

- Staff provide interesting activities that excite and motivate children to learn through their play;
- Encourages children to speak openly and confidently to adults and their friends;
- Staff provide opportunities for children to gain dexterity through working with a good range of tools, malleable materials and construction equipment;
- Staff promote positive, friendly relationships which encourage children's confidence and independence;

- Partnership with parents.

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

- staff's knowledge and understanding of the stepping-stones towards the early learning goals
- the effective use of observations in order to i) identify individual children's next steps in learning; ii) use any information gained from observations to inform the planning of activities
- the planning

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

Since the last Section 122 inspection, the group have made limited progress in addressing the key issues identified.

1. Improve planning in order to ensure that there are no gaps in the educational provision by developing daily plans which clarify the main activities of a session, what children are intended to learn from their activities, staff deployment and ideas for extension work for any children who learn or finish their tasks quickly. Incorporate into plans any lessons from past experience.

Since the previous inspection the group have reviewed their system of planning, in line with the foundation stage, however, staff led activity sheets do not include sufficient differentiation. Staff miss opportunities to extend activities sufficiently to support children's learning. They are not making effective use of the children's assessments to inform the planning.

2. Enhance the programme for physical development by providing better opportunities for all children to develop and increase their large muscle skills by ensuring that they experience energetic physical play on a regular basis.

The nursery makes effective use of the outdoor play area, which includes some large physical equipment and the ball pool area on the lower ground level, however the use and effectiveness of these areas are not included in the planning, consequently it is difficult to monitor the effectiveness of these sessions.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff provide a secure, friendly and caring setting which builds children's confidence and self-esteem, helping them to make very good progress towards the early learning goals. Children are happy, settled, well behaved, keen to learn and excited about what they do. Staff present activities attractively and show excitement at children's achievements, this has a positive impact on their motivation. Children find out about different cultures through topics, celebrations and visits to the community

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak clearly and confidently as they engage friends in conversation, they listen intently during circle time, receive regular opportunities to link sounds to letters and call out appropriate responses, demonstrating enjoyment and confidence. Writing is developing well through imaginative play activities, such as the 'florist' when children practice writing for different purposes, for example writing in the florists order book. Children enjoy books and know many songs and rhymes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently and staff encourage them to use mathematical language, however opportunities for children to consolidate their understanding of numerals are limited. Opportunities for children to develop an awareness of addition and subtraction are supported through everyday games and activities. A good range of puzzles and games are used to enable children to sort, match and identify shapes. They experience quantity and volume during sand and water activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff provide good opportunities for children to look closely at differences, patterns and change, for example changes to ice when melting. Children enjoy using the remote control cars and they are developing an ability to use the controls. Children explore, investigate and identify features of the local area through visits to the local community, including the garden centre. Insufficient opportunities are provided for children to share and recall events in their own lives and people they know.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move about the building with confidence, showing appropriate care as they go up and down the stairs, displaying a good awareness of themselves and others. Topic work helps children to be aware of their own bodies and the need for good personal hygiene. Staff provide opportunities for children to gain dexterity through working with a good range of tools, malleable materials and construction equipment, including puzzles, play dough, cutting and drawing.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy the opportunities provided in role-play, as they express and communicate their ideas. Children enjoy using musical instruments, however planned opportunities in 'free-play' to explore musical sounds are infrequent. Children eagerly play with the art activities staff provide and enjoy exploring painting techniques such as printing and finger painting. Staff provide good opportunities and support to enable children to use their imaginations in art and 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

- continue to increase staff's knowledge and understanding of the stepping-stones towards the early learning goals
- continue to develop the effective use of observations in order to i) identify individual children's next steps in learning; ii) use any information gained from observations to inform the planning of activities
- develop the planning to include details of i) what children are expected to learn; ii) how staff will differentiate to develop individual children's progress

*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.*