



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 139078

DfES Number: 514643

INSPECTION DETAILS

Inspection Date	16/12/2003
Inspector Name	Shan Gwendoline Jones

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	4 Street Nursery
Setting Address	Fore Street Eastcote HA5 2HX

REGISTERED PROVIDER DETAILS

Name	Ms Helen McIlrath
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

4 Street Nursery is situated adjacent to Coteford Infant School in Eastcote. The nursery was set up in October 1992 and caters for up to 45 children between the ages of 2 years to under 5 years.

The nursery is on two floors, providing five children's rooms, two children's bathrooms, sleep room and nappy changing room. Outside the nursery is a securely fenced hard and soft play area.

There are currently 57 children on roll aged from 2 years to under 5 years. This includes 13 funded 3 year olds and 8 funded 4 years olds. Currently there are 2 children who have been identified with special educational needs. None of the children attending have English as an additional language.

The nursery hours are 08:00 to 18:00 and is open all year round except for bank holidays and between Christmas and New Year. In addition to full time places they offer morning and afternoon sessions.

There are 12 staff who work with the children. All members of staff have a recognised qualifications in childcare, such as NNEB, BTEC and NVQ's level 2 and 3.

The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

4 Street Nursery offers a good standard of care and education for children.

The nursery focuses on providing an environment where the children can learn through play. There is generally a broad range of activities that helps children to make very good progress in all areas of their development. They offer a good balance of structured activities and self directed play opportunities for the children.

Staff work well as a team and have a sound knowledge of each child's individual needs and interests. Staff ensure that the organisation of the day allows them to play and talk with the children, throughout activities and daily routines. Staff treat children with respect and manage behaviour using positive techniques. This creates a positive learning environment and good self esteem in the children.

Leadership and management is a strength of the nursery. They demonstrate a strong commitment to improving quality and regularly review their work. They access relevant training and look for ways to improve the quality of their provision of nursery education.

Children are well cared for by staff. Staff have a good understanding of health and safety issues and help children learn about hygiene. The premises is warm, welcoming and suitably maintained. Staff take positive steps to promote children's safety. They ensure that children are well supervised at all times.

Partnership with parents is very good and this has a positive effect on how the children learn. Parents are welcome to speak to staff on a daily basis. The parents are given lots of information about the early years curriculum.

What has improved since the last inspection?

There were no identified areas for improvement from the last inspection.

What is being done well?

- Space and resources are organised to meet children's needs effectively. Well defined play areas are inviting for children. They have access to a good range of stimulating and interesting activities.
- Children are treated with respect and kindness, their behaviour is managed using positive techniques. Children mirror this behaviour and are generally well behaved and motivated to learn.
- The manager, deputy and the staff work effectively as a team and support each other well. This reflects positively on the quality of care given to the children and the smooth running of the setting.
- There is an effective partnership with parents. Parents receive very good information about the setting. There is a notice board displayed in the reception area with useful information. Staff ensure that they are approachable to parents and keep them well informed about their child on a daily basis.

What needs to be improved?

- the range of activities and resources to promote disability.

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
9	Ensure that children have an appropriate range of activities and resources that promote disability.

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

How effective is the nursery education?

4 Street Nursery provides high quality nursery education where children are making very good progress towards the early learning goals for personal, social and emotional development, communication, language and literacy, mathematics, knowledge and understanding of the world, physical and creative development.

Teaching is very good; staff are able to interact positively with children, which helps to extend their learning. Visiting specialist teachers enhance children's development in music, drama and French.

Staff have a good knowledge and understanding of the early learning goals and the stepping stones children need to achieve in progressing towards them. They plan a challenging and varied range of activities that interest the children and supports their learning in all areas of the curriculum, however opportunities for children to problem solve in mathematics and explore past and present events in their lives could be enhanced further.

Planning is clear and links in well with children individual assessments. Staff use these assessments to set challenges for the children to extend their learning, which assists them through the stepping-stones.

Leadership and management is a strong feature of the setting. They demonstrate a commitment to improving quality and regularly review their work. They access relevant training and look for ways to improve the quality of their provision of nursery education.

There is a strong partnership with parents who are provided with useful information about the setting and there is a two-way communication about the children's progress.

What is being done well?

- Staff have a very good understanding of the early learning goals and provide resources and language to extend children's learning. They are committed to providing a rich learning environment for the children.
- Staff interact well with children to support their play and question them effectively to extend their knowledge.
- Staff and management work together well as a team and demonstrate a good commitment to improving practice.
- The staff are relaxed, friendly and welcoming to parents. Parents are well informed about the setting and the progress their child is making.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- extend existing opportunities in mathematics for children to problem solve, especially for the more able 3 and 4 year olds
- provide more opportunities for children to find out about past and present events.

What has improved since the last inspection?

There were no key issues, however the setting had a point for consideration for children to recognise the sounds letters make.

Since the inspection staff display a letter for discussion and encourage children to bring in items from home. Staff have attended courses relating to development of letters and sounds.

During the key group time, staff have developed their groups knowledge of letters and sounds.

This has had a positive impact on the children who are able to recognise the sounds letters make and they are beginning to write simple words.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very happy and relaxed within the setting and are developing good confidence and self-esteem through participation in everyday routines and activities. They behave well and play co-operatively in small and large groups. They are able to independently select resources and activities and are developing good concentration skills as they persevere with tasks until they have completed them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently in many situations. There are good opportunities to develop early writing skills through structured activities and are reinforced by the provision of equipment for independent writing. Children are confident writers and many can write their names clearly. Children use a good range of books competently and have varied opportunities to develop listening skills and good opportunities to link sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have good opportunities to learn the concepts of simple number operations through everyday situations and learning to count numbers one to ten. Children learn to use numbers in practical activities and show an understanding of shape number size. Children use mathematical language competently to discuss quantity, colour, size, shape and position, however there are less opportunities for the more able children to problem solve.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children participate enthusiastically in a wide range of well-planned activities that stimulate their curiosity and develop their awareness of their environment and many of its features. They are curious and well-motivated to question why things happen and how they work, although there are less opportunities for children to explore past and present events in their lives. They use information technology well to support children's learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have good spatial awareness. They move around the room and use a range of equipment with increasing skill and confidence. They regularly have opportunities to develop specific skills such as throwing, catching, balancing and climbing. They use tools with increasing dexterity and confidence. They have a good awareness of space and are able to negotiate around each other and obstacles during their play.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
There is a wide selection of art and craft activities. Children are exploring colour, texture, shape, form and space in two and three dimensions. They have access to a range of art materials. Children are confident in describing their thoughts, ideas and feelings and have good opportunities to explore music. They can sing different songs in French and English in groups. Children enjoy imaginative role play such as hospitals and hairdressers.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- opportunities in mathematics for children to problem solve, especially for the more able 3 and 4 year olds.
- further opportunities for children to find out about past and present events.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.