



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 159401

DfES Number:

### INSPECTION DETAILS

Inspection Date 05/03/2003  
Inspector Name Jennifer Margaret Morrow

### SETTING DETAILS

Setting Name Kidsunlimited Nurseries  
Setting Address Pavilion Nursery  
Beckenham  
Kent  
BR3 1WQ

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name  
Address

## **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**

The Pavilion Nursery is managed by Kids Unlimited and operates from the converted sports pavilion building in the HSBC sports ground in Beckenham. It has been open since 2001. The Nursery includes a baby unit, toddler unit and pre-school group with use of a secure outdoor play area. There are also kitchen, toilet, laundry and staff facilities. The Nursery offers day care places to employees of HSBC bank and the local urban community of Beckenham and its surrounding areas. Opening hours are 7.30 am to 6.00 pm on Monday to Friday during 51 weeks of the year. The nursery is registered for 54 children aged 0 - 5 years of whom no more than 18 may be under 2 years. At present there are 76 children on the roll of whom 16 are funded three year olds and 10 are funded four year olds. There is one funded four year old who is learning English as an additional language and one funded four year old with identified special educational needs. There are 16 staff of whom eight hold recognised childcare qualifications including the NNEB Certificate in Nursery Nursing and the CACHE Diploma in Childcare. Nine staff members are currently working towards the NVQ Levels 2 and 3 in Childcare and Education. The Nursery also employs a cook. The group has support from a qualified teacher through the Early Years Development and Childcare Partnership. An early stage French programme is offered as part of the overall nursery curriculum.

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

### How effective is the nursery education?

The Pavilion Nursery offers good quality education where effective planning and teaching helps children make generally good progress towards the early learning goals. They make very good progress in communication, language and literacy, mathematics, knowledge and understanding of the world and creative development. Teaching is generally good with some very good aspects. The key strengths in communication, language and literacy and mathematics are due to the skilful interactions of the staff and their knowledge of the foundation stage. Effective planning provides children with a wide range of stimulating activities. However children are provided with more limited opportunities to develop their large motor skills during physical activities. The appropriate use of observation ensures that effective plans are implemented to encourage the next steps for children's learning. There is an effective system in place to provide support for children with special educational needs and those who are learning English as an additional language. Leadership and management is generally good with some very good aspects. Much of the success of the setting is due to strong leadership and a well structured management system. These ensure a shared understanding of good early years practice and a commitment to ongoing staff development. The organisation of lunch times limits opportunities for children's social skills to be encouraged. The partnership with parents and carers is very good and contributes to children's progress towards the early learning goals. Good communication with parents enables children's individual needs to be met. Parents are confident to approach staff with any concerns and are well informed about their child's achievements and development.

### What is being done well?

\* Children's progress in communication, language and literacy is very good due to staff providing well organised story sessions. This encourages children to have a spontaneous interest in books and story telling. \* Planning is clear and gives children opportunities to experience a wide range of practical experiences. Children are confident to try all activities and have access to a wide range of stimulating resources. \* The programme for mathematical development ensures children confidently use mathematical language during their play and in everyday situations. \* Parents are well informed about the curriculum and their child's individual progress. They have good opportunities to share their child's developmental assessments with staff and have found these to be beneficial. \* Strong leadership provides a shared ethos of good early years principles. The management structure ensures continual improvement through a commitment to staff development.

### What needs to be improved?

\* the organisation of lunchtimes to ensure children are provided with opportunities to

develop their social skills. \* children's opportunities to develop their large motor skills during physical play.

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

N/A

## SUMMARY OF JUDGEMENTS

<b>PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children's progress in personal, social and emotional development is generally good. They behave well and show care and concern for themselves and others. They are keen to try new activities and become interested and involved in their play. Children's social skills are not consistently encouraged during lunchtimes.	

<b>COMMUNICATION, LANGUAGE AND LITERACY</b>	
Judgement:	Very Good
Children's progress in communication, language and literary is very good. Children are confident, fluent speakers and can express their experiences and negotiate. Children link letters with sounds and know how to write recognisable letters. Well planned story sessions enable children to develop a love for books and give them the skills to create their own stories.	

<b>MATHEMATICAL DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in mathematical development is very good. Many children can count beyond 10 and some recognise numerals up to 20. Good one to one activities extend children's individual understanding of the concept of shape and size. Children confidently use mathematical language during a range of practical experiences.	

<b>KNOWLEDGE AND UNDERSTANDING OF THE WORLD</b>	
Judgement:	Very Good
Children's progress in knowledge and understanding of the world is very good. They frequently talk about past and present events in their own lives and learn about the lives of others. Children show an interest in information technology and can operate simple programmes on a computer with skill. They show curiosity and knowledge of the world in which they live.	

<b>PHYSICAL DEVELOPMENT</b>	
Judgement:	Generally Good
Children's progress in physical development is generally good. They move confidently and show awareness of space, and of themselves and others. Planned activities give children lots of opportunity to develop their small motor skills. However opportunities to develop large motor skills are limited.	

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Very Good
Children's progress in creative development is very good. Most can differentiate colours. They use representation as a means of communication. They have many opportunities to learn songs and explore music through singing and using instruments. They express their ideas freely through a good range of activities such	

as role-play, painting, sand play and movement.
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Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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**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**

\* Review how lunch times are organised to ensure children are provided with opportunities to develop their social skills. \* Provide children with opportunities to develop their large motor skills during physical play.