



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 511151

DfES Number: 531537

INSPECTION DETAILS

Inspection Date 26/01/2004
Inspector Name Josephine Geoghegan

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Limelight Family Learning Centre
Setting Address Goldsmith Community Centre
Castillon Road
Downham
London
SE6 1QD

REGISTERED PROVIDER DETAILS

Name Lewisham Pre-School Learning Alliance 306 086

ORGANISATION DETAILS

Name Lewisham Pre-School Learning Alliance
Address Goldsmiths Community Centre
Castillon Road
Catford
London
SE6 1PQ

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

Limelight Family centre Pre School is situated on the ground floor of the Goldsmiths Community Centre in the Downham area of Lewisham. The Pre School provides Sessional care for children from the surrounding residential area. The pre school has sole use of the pre school unit that includes a large playroom, toilets, kitchen and enclosed outside play area. The pre-school has access to the George Green hall, small hall, library and gym that are within the community centre and the community garden for occasional use. The pre school operates morning and afternoon sessions during term time. Three staff members are present during each session and all staff hold appropriate qualifications.

The pre school is a member of the Pre School Learning Alliance and operates to the PSLA's code of practice. The pre school is an eligible provider who receives educational funding for 3 and 4 year olds. There are presently 44 children on roll, of whom 4 are funded four year olds and 19 are funded 3 year olds. The nursery supports a total of three children who use English as an additional language and there are no children presently attending who have identified special educational needs. The nursery has regular support from an area special educational needs coordinator (SENCO). Staff have access to training courses and support services run by the Lewisham Early Years Development and Childcare Partnership (EYDCP) and the Pre-School Learning Alliance (PSLA).

Limelight family centre operates an Out of School club for 24 children and offers a breakfast club during term time and a holiday playscheme. The breakfast club offers places to children aged four years six months to under eight years and operates from 07.30 - 09.00, Monday - Friday during term time. The holiday play scheme offers places to children aged 3 years to under eight years and operates from 09.30 to 16.30, Monday to Friday during various school holidays.

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

How effective is the nursery education?

The Limelight Family Centre Pre-School provision is acceptable and is of high quality. Children are making very good progress towards early learning goals.

Teaching is very good. Staff's understanding of the early learning goals is very good. Planning is comprehensive and incorporates the six areas of learning, weekly learning intentions, daily focus activities and individual play-plans. Staff evaluate activities and use their observations of children's progress to aid future planning. They make very good use of time, resources and the nursery environment. Challenges set for children are very good, they are encouraged to participate in free-flow play for the majority of the session including both inside and outside activities. Staff listen and respond well to children, extending vocabulary and encouraging interest in play. They support children well and are aware of their individual needs. They show skilful management of group-times, providing exciting story sessions that support learning in all areas. Staff use consistent and positive methods when managing children's behaviour. Children who use English as an additional language are supported well within the session.

Leadership and management is very good. There is a strong commitment to ongoing staff development and improving the nursery education. Staff are working towards gaining the Sheffield kite mark and liaise closely with other professionals to ensure children's needs are identified and provision appropriate. All staff are actively involved in planning, evaluation and children's assessments. They work cooperatively together throughout the day creating a calm and productive atmosphere.

Partnership with parents is very good, parents are provided with a variety of information about the setting, activities that are taking place and general information on an ongoing basis.

What is being done well?

- Children make very good progress in all areas of learning and development.
- Teaching is very good. Staff make very good use of time, planning and resources, enabling children to have access to a broad range of activities and experiences that promote all areas of learning.
- Partnership with parents is very good. They are kept well informed of their child's progress through regular review meetings and targets to aid their child's progress are agreed. Parents find staff approachable, patient and observant. Settling in procedures for new children are good and include staff conducting a home visit prior to the child beginning.
- The leadership and management are effective and help support good teamwork and a commitment to constant development of the quality of

service.

- Children enjoy, and benefit from, a wide range of interesting and exciting activities which promote all areas of learning and development

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improving the following: To continue the assessment of the provision through the Sheffield Kite Mark assurance system.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children make very good progress in personal, social and emotional development. Children are developing good skills of independence and self care. They are able to select resources and work independently. Children are well behaved, considerate to others and respond well to the daily routine. They show interest to learn and concentrate well at activities. Children have good opportunities to develop their sense of community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's progress in communication language and literacy is very good. Children use books purposefully and enjoy stories, songs and rhymes. They are developing good writing skills and make good attempts at writing letters. They are aware that print carries meaning and have good opportunities to learn the sounds letters make. Children communicate well, are confident speakers and engage easily in conversations with each other and adults.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children's progress in mathematical development is very good. Children are developing good counting and calculating skills through a variety of activities. They have good opportunities to recognise numerals. They show a good awareness of pattern and use mathematical language to compare shape, position and size. They are developing very good problem solving skills, for example while building elaborate constructions with building blocks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in knowledge and understanding of the world is very good. Children are able to explore and investigate objects and learn about nature, for example while growing strawberries, herbs and pumpkin in the pre-school garden. They are able to design and construct using a variety of construction and natural materials. They are developing good computer skills. They are developing a good sense of time and an awareness of their own cultures and that of other people.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's progress in physical development is very good. They show good control and skilful use of hand tools, objects, construction equipment and malleable materials. They have good opportunities to gain awareness of their bodies and good health. They move confidently and show competent balance, spatial awareness and coordination that is promoted through access to a diverse range of activities and equipment.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children make very good progress in creative development. They are able to express themselves imaginatively through a variety of role-play activities, stories with props/story sacks, music and art and craft activities. Children work independently and select their own resources, enabling them to explore and develop good design and making skills. Children respond well to a variety of activities aimed at developing their senses, for example, when tasting noodles and using scented playdough.

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: To continue the assessment of the provision through the Sheffield Kite Mark assurance system.

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.