



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 105681

DfES Number: 501370

INSPECTION DETAILS

Inspection Date 01/03/2005
Inspector Name Martha Naa Ahimah Darkwah

SETTING DETAILS

Day Care Type Creche Day Care, Full Day Care, Out of School Day Care
Setting Name Cheyne Family Centre
Setting Address 10 Thorndike Close
London
SW10 0ST

REGISTERED PROVIDER DETAILS

Name Royal Borough of Kensington & Chelsea

ORGANISATION DETAILS

Name Royal Borough of Kensington & Chelsea
Address Town Hall, Hornton Street
London
W8 7NX

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

Cheyne Family Centre is run by the Royal Borough of Kensington and Chelsea. Child care has been given at this setting since 1975. In 2001 it became a family centre. The setting operates from a purpose-built single storey building with a number of rooms.

It consists of 5 play rooms, 4 meeting rooms, one office, a kitchen, a milk kitchen, a laundry room, a staff room, and separate toilets for children and adults.

A maximum of 41 children may attend the nursery at any time. The nursery is open each weekday from 08:00 to 18:30 for 52 weeks of the year. All children share access to a secure enclosed outdoor play area. The centre provides a range of services to children and families who meet the criteria. The services include a day nursery, crèche, a drop-in and a holiday play scheme, various parents support groups and contact meetings.

There are currently 36 children aged 1 to 5 years on roll. Of these, 4 children receive funding for nursery education. Children attend a variety of sessions and the centre cares for children from a wide geographical area.

The nursery employs 14 child care staff. 13 of the staff including the manager hold appropriate early years qualifications. One staff member is working towards a recognised childcare qualification. 4 domestic staff are employed.

The nursery is a member of the Early Years Development Partnership, in the Royal Borough of Kensington and Chelsea and receives support from a qualified teacher who acts as a consultant through the Early years child care partnership.

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

How effective is the nursery education?

The educational provision at Cheyne Family Centre is acceptable and of generally good quality. Children are curious and are making good progress towards the Early Learning Goals in all six areas of learning. However there are minor weaknesses in mathematical and creative development.

Teaching standards are generally good. Staff are secure in their knowledge and understanding of the Early Learning Goals. They use varied and appropriate teaching strategies to ensure that each child can make progress in their own way. Staff give valuable support to children with special needs. They work well with parents and outside agencies to devise sensible targets for the children. Staff work well to support and integrate children who have special educational needs or do not speak English as their first language.

Behaviour management is good. Children benefit from a regular routine which helps them to feel secure. The nursery is well resourced. Staff have arranged toys and materials so that the children can choose activities and make decisions. However children spend little time being independently spontaneous in creative activities. Staff observe the children and make notes to share with parents. Notes and records are used well to help staff decide what children need to do next to make progress.

The quality of leadership and management is very good. Staff are encouraged to train for their professional development and to help them meet the needs of specific children in the nursery. The manager monitors and evaluates the provision for education. She takes an active role in the setting to support and motivate her staff.

The nursery has established a strong partnership with parents and carers which contributes to the children's progress. Parents are kept well informed about children's achievements. Staff welcome observations and information about children at home. Parents are encouraged to share their knowledge, culture and skills with the children in the nursery.

What is being done well?

- Behaviour management is very effective. Staff and children enjoy good relationships and there are clear boundaries for acceptable behaviour that are clearly understood by the children.
- The promotion of language development and extension of children's vocabulary is very good. Staff speak to the children clearly, introduce many new words and explain meanings well. Children are learning a good range of terms to describe shape, position, size and quantity. They use correct terms with understanding.
- There is an inclusion policy which is implemented very well. The care and

support of children with special educational needs and those who have English as an additional language is a strength of the nursery. Staff have attended relevant training and established and use the effective systems in place to give continued support to children and families. Each child is treated with respect and as an individual. The centre Special Educational Needs Co-ordinator works in partnership with key staff and parents in developing and setting realistic targets for children, identifying teaching and behaviour support strategies and how resources will be used to help children make progress. Effective systems in place to monitor and evaluate the current programme.

- The displays of children's work throughout the building enhance and enrich the environment for children and serve to raise their self-esteem.

What needs to be improved?

- the opportunities for children to explore mathematical concepts through everyday activities and the promote the use of mathematical language
- the opportunities for children to independently select materials for creative work and promote spontaneous exploration of media and materials.

What has improved since the last inspection?

One key point was highlighted at the previous inspection. The manager agreed to extend the current effective weekly plans to include specific references to the Desirable learning Outcomes being addressed in the objective for the activity.

Planning has been revised and updated to current planning and assessments methods.

Key staff have attended training and demonstrate a good knowledge and understanding of the current Early Learning Goals in all six areas of learning. Planning is based on the foundation stage identifying long term, medium term and short term objectives which is broken down to weekly topic plans. These have sufficiently detailed with learning intentions to give staff information on how key words and vocabulary will be used support children's language development and effective in identifying how resources will be used to enable children to make progress in all areas of learning.

From observation and documentation it is evident that staff successfully established good systems to monitor their planning effectively.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are curious, self-assured and eager learners. Relationships between staff and children are warm and caring, children model the respect they are shown as they develop relationships with their peers. Good behaviour is valued, staff are consistent in their approach and children are frequently praised. Children have good opportunities to make decisions, access resources independently and be spontaneous in their play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen and communicate well. Adults make good use of impromptu situations to extend children's vocabulary and develop their linguistic skills. Good use of labelling and easy access to a wide range of resources stimulates interest in early reading and writing. Children spend time exploring the links between sounds and letters. Children handle books well. Good opportunities to develop and extend children's vocabulary. Independent access to materials for promoting early writing skills.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

There are regular opportunities to explore a range of mathematical concepts. Colour, shape, quantity and position are explored through everyday situations and planned activities. Although children understand number and can count accurately to 5 and beyond, they have fewer opportunities to explore simple concepts through practical activities and use mathematical language. Good display of numbers in the learning environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about the world as they study various cultural beliefs through equipment and festivals. There are good opportunities to select resources for planning, designing and making their own inventions. They use imagination as they create art work and build simple models. Children have opportunities to use computer programmes independently to develop mouse control, but have too few chances to explore everyday technology and how things work.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently with control and co-ordination. They handle simple tools, construction and malleable materials well developing good dexterity and manipulation skills. They demonstrate good spatial awareness and co-ordination as they move confidently inside and outside. When they engage in outdoor running games, they are able to run confidently, negotiate obstacles and stop under control.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

There are opportunities to explore colour, shape, form, texture through planned activities and everyday routine but limited access independently. Children are strongly encouraged to explore their own ideas and express their creativity in many ways. Children's work is displayed and they are encouraged to develop pride in their creations, which fosters good self esteem and confidence. Good opportunities for role play together. They enjoy regular music sessions and participate in singing.

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

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

- increase the opportunities for children to explore mathematical concepts through everyday activities and the promote the use of mathematical language
- increase the opportunities for children to independently select materials for creative work and promote spontaneous exploration of media and materials.

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.