



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 974144

DfES Number:

INSPECTION DETAILS

Inspection Date 01/12/2003
Inspector Name Liz Margaret Caluori

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Ackroyd Under 5s
Setting Address 4 Ackroyd Road
London
SE23 1DL

REGISTERED PROVIDER DETAILS

Name Ackroyd Under 5s Group

ORGANISATION DETAILS

Name Ackroyd Under 5s Group
Address 4 Ackroyd Road
London
SE23 1DL

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

Ackroyd Under 5's Nursery opened in 1980. The group works in conjunction with the Baby Unit which operates from separate premises in the same residential street in Honor Oak. Both groups serve the local community. The nursery, which generally takes children from 2 years, operates from the first floor of a community centre and has access to an outdoor play area.

There are currently 27 children from 2 to 5 years on roll. Some children attend on a full time basis whilst others attend part time. The setting supports children with special educational needs.

The group opens 5 days a week all year round. Sessions are from 8:00 until 17:45hrs.

A total of 15 staff work across the nursery and baby unit with a minimum of three staff working directly with the children in the nursery. In addition, the manager and deputy oversee both premises. The manager, deputy and ten of the staff hold NVQ level 3 childcare qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Ackroyd Under 5's Nursery provides satisfactory care for children.

Children are provided with a good range activities aimed at addressing their individual needs. The environment is stimulating and space is imaginatively used, both inside and out. Documentation is well ordered and appropriately stored.

There are well thought out precautions in place to minimise risks to children in the nursery, although weaknesses exist in the procedures for monitoring sleeping children. Children are supported in developing good personal hygiene practices. They are provided with a varied range of healthy snacks and meals, prepared on site. Practices regarding administering medicines and treating accidents are entirely

appropriate, as are child protection procedures.

Children enjoy a wide range of interesting activities and are provided with many opportunities to make choices and express themselves freely. The positive relationships between staff and children create a warm, comfortable environment for children to experiment and explore.

There is a clear equal opportunities policy, which is consistently applied. Wall displays promote positive images of different cultures, religions and disabilities, although the range of positive image toys is limited. Named staff are responsible for co-ordinating the care of children with special needs and have experience of working closely with parents and with other professionals.

Behaviour management within the nursery is consistent and focuses on positive re-enforcement. Children develop confidence and an understanding of right and wrong as a result of the praise and support provided by the staff.

Staff offer a warm welcome to parents and carers and take time to exchange information. A good range of written information is provided, including all policies and procedures.

What has improved since the last inspection?

n/a

What is being done well?

- Staff form warm, friendly relationships with the children and children respond positively to their encouragement and support.
- Children are provided with an interesting range of activities aimed at addressing their all round development.
- Space is used well and the attractive displays of children's work contribute to the stimulating and welcoming environment.
- Staff consistently manage children's behaviour in a positive manner, using praise to re-enforce good behaviour.
- Good procedures are in place to keep parents and carers informed of their child's progress and to encourage them to participate in the day-to-day running of the group.

What needs to be improved?

- The procedures in place to monitor sleeping children
- The procedures for recording daily attendance to include the time of arrival and departure of each child

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

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
6	ensure that sleeping children are checked regularly;
14	revise daily registration system to include time of arrival and departure.

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

How effective is the nursery education?

Ackroyd Community Nursery is a bright, welcoming environment in which the staff team plan and provide a range of activities that support children's learning and allow them to make generally good progress towards four of the early learning goals (elg) and very good progress in the other two areas.

The teaching is generally good. Staff have an understanding of the elg's and the Early Years curriculum and planning is linked to them. Effective use is made of the planned activities to extend children's learning and develop their problem solving skills. At activities staff make good use of interaction to challenge the children and encourage them to develop their thought processes. There are some missed teaching opportunities as staff do not make best use of naturally occurring situations and interactions to extend learning in the same way. Children are generally well behaved and respond well to adults who are positive role models.

The management and leadership of the pre-school is generally good. Through team meetings the manager and staff assess and evaluate the planning and effectiveness of the education. Children would benefit from management ensuring that staff make the best use of all opportunities to extend the children's learning.

The pre-school's partnership with parents is very good. Parents are provided good quality information about the setting and regular information about their child's progress. Parents form part of the management committee and they are encouraged to become involved in their children's learning and take part in celebrations and events.

What is being done well?

- Children are interested and motivated; they speak confidently with peers and adults and sit quietly as appropriate.
- Children are well behaved and staff act as good roles models.
- Children use language in role play to organise the game and explore ideas and feelings.
- Children take part in activities that teach them about different cultures and the wider world.
- Children use their imagination to express themselves, through a variety of art, music and role play activities.
- Children are provided with opportunities to explore colour, texture, shape and form.
- Children with special needs are supported and offered a variety of ways to communicate their needs.

What needs to be improved?

- provide more opportunities for children to link the sounds of letters to their names and written symbols
- provide more opportunities for children to develop an understanding of calculation
- provide more opportunities for children to develop their use of mathematical ideas and solve problems
- provide more opportunities for children to investigate patterns and changes in living things and objects
- provide more opportunities for children to learn about changes in their bodies and staying healthy.

What has improved since the last inspection?

This is the nursery's first education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's progress in personal, social and emotional development is very good, the children are confident, interested learners. They make good relationships with adults and peers, the children work together and understand sharing and taking turns. The children are developing a sense of community and becoming aware of different cultures and beliefs. They are well behaved with an understanding of the consequences of their actions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children make generally good progress in communication, language and literacy. They speak clearly and listen well using language to organise ideas and invent games. Although there are some opportunities for linking sounds and letters, children would benefit from more of these activities. A range of opportunities are provided for children to practise writing skills for different purposes, and they explore print and text.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in the area of mathematical development. They count a variety of different objects with confidence and use numbers in familiar contexts. Children would benefit from more opportunities to develop an their understanding of calculation and to use mathematical ideas and develop problem solving skills.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's knowledge and understanding of the world is generally good. The children use a variety of resources and materials for design. They talk about their families, their homes and the events in their lives. Children are provided with some opportunities to explore and investigate living things and objects but they would benefit from looking at patterns and change and investigating how things work. A range of activities allows children to gain an awareness of the wider world.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in the area of physical development, they move with confidence and show an awareness of space. The children take part in planned activities that help them to move in a variety of ways and with control and co-ordination. Children would benefit from more opportunities to develop an awareness of changes in their bodies and the importance of staying healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children's creative development is very good. They have lots of opportunities to explore colour, texture, shape and form through planned activities. The children use their imagination to communicate ideas and express themselves through art, music, dance and role-play. Children are encouraged to explore music, sounds, songs and stories. Children take part in a range of activities that allow them to respond to experiences by using their senses.

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

- Ensure children have opportunities to begin link the sounds of letters to their names and written symbols.
- Provide more opportunities for children to gain an understanding of calculation and develop their use of mathematical ideas and solve problems.
- Provide children with more opportunities to investigate patterns and changes in living things and objects and learn about changes in their bodies and staying healthy.

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.