



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 159439

DfES Number: 533337

INSPECTION DETAILS

Inspection Date 03/02/2005
Inspector Name Vivienne Rose

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Bright Kids Day Nursery
Setting Address 1 The Square
 High Road
 Leyton
 E10 5NR

REGISTERED PROVIDER DETAILS

Name Ms Belquis Oomerjee

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

Bright Kids Day Nursery opened in September 2001. It operates from three rooms, a baby room, toddler room and pre-school room. The premises are purpose built, located at the Asda shopping complex in Leyton in the London Borough of Waltham Forest. The nursery provides care for parents who are employed by Asda supermarket. In addition to this, childcare is offered to families living in the locality who require day care. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 51 weeks of the year.

There are currently 40 children aged three months to 5 years on roll. Of these 11 children receive funding for nursery education. Children come from a wide catchments area as their parent travel to work on or around the area. The nursery currently supports a number of children with English as an additional language.

The nursery employs 11 staff. All of the staff including the manager hold appropriate early years qualifications.

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

How effective is the nursery education?

Bright Kids Day Nursery provides good quality provision, which enables children to make generally good progress towards the early learning goals in all six areas of learning with some weaknesses.

Teaching is generally good. Staff involve themselves in children's play and encourage them to develop their ideas and learning. They have a generally good understanding of the foundation stage, and planning reflects all six areas of learning. However, staff do not consistently assess or evaluate children's progress effectively to the stepping stones, as a result plans are not based on what children know and can do. Staff need to develop their ability to plan the next steps for children's learning, the timing, and the ways in which they are grouped to enable them to get the most from activities provided. The organisation of active physical play lacks structure and reading and writing activities are not always presented in a way that is meaningful for all children.

The leadership and management is generally good. Training and development is promoted well and the temporary manager has brought continuity to the setting. However, regular staff changes have prevented the development of a consistent approach to record keeping and staff development. There is system to monitor and evaluate the quality of teaching, but regular staff supervision and support is less effective.

Partnership with parents is generally good. There is information available about the foundation stage. Curriculum plans are displayed and photographs of activities. The setting involves parents through newsletters and coffee mornings. At present there is no formal home to school liaison in place.

What is being done well?

- Children develop their knowledge and understanding of the world when they talk about living things and past and present events in their lives.
- Children are encouraged to be independent when serving themselves and others at meal times.
- Children's creative skills are promoted well when they make music together.
- Children develop good concentration skills when listening to stories which stimulate their language and imagination.

What needs to be improved?

- the programme for physical development

- the teaching to support children's reading and writing skills, writing for a purpose, and independent use of books
- assessment, evaluation and planning the next steps for children
- the organisation of activities and resources
- information for parents on children's progress

What has improved since the last inspection?

This is the first inspection for nursery education

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children show interest and curiosity when presented with new resources. They sit quietly and listen to the adult and concentrate. Children show confidence and independence when laying tables and they make their needs known at meal times. Children form good relationships with adults and each other. However, sometimes the grouping means that activities are not always meaningful to children, and as a result the younger children lack the self-esteem and confidence to take part.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate with staff and make their needs known through talk and gesture. They become very involved at story times but are less interested in looking at books independently. Children are developing early reading and writing skills and some children can recognise their names on placemats at mealtimes. However, children of mixed ability are taught letter sounds and names together and not in the context of real reasons for reading and writing as part of activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are gaining an understanding of size, capacity and shape through activities such as comparing the size and shape of animals. They count how many children there are for dinner and how many plates and cups they need. Many children can confidently count to ten. Children use magnetic shapes to make patterns and to make comparisons. Less emphasis is placed on children using calculation to add and subtract in every day routines, for example rhymes and songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore the natural world. They visit the local supermarket to buy food and to learn about the environment in which they live. Children handle and talk about insects and the way they live. They find out and discuss the passage of time and learn about dinosaurs and the human body and how it works. Children show interest and ability in designing and making things but this is limited by the presentation of resources and staff giving time for children to discuss and develop their ideas.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's skills in using tools, pouring and filling, using pencils, scissors and knives is well supported by staff. Snack time is used well to discuss healthy eating. Children take part in themes and projects to learn about 'our bodies' and how they work. However, the opportunities for children to learn to develop their balance and climbing skills is limited, and outdoor play lacks overall planning to be effective.

CREATIVE DEVELOPMENT

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

Children participate enthusiastically in imaginative play. The children play in the home corner and enjoy making cakes and serving 'dinner'. They make music together and show an awareness of sound and rhythm. They enjoy using lego to build and construct their houses. Children have open access to creative materials such as glue and paint to express their ideas and imagination. Opportunities for children to access materials such as sand and water are limited by the organisation of the setting.

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

- improve staffs understanding of the stepping stones to enable them to develop a consistent approach in assessment and planning the next steps for children with clear learning intentions based on what children know and can do; share this information with parents.
- make greater use of real contexts such as daily routines and planned activities to develop children's reading and writing skills in ways that are appropriate for each child's level of development.
- enhance the programme for physical development and the opportunities provided for children to develop their climbing and balancing skills.
- evaluate and improve the organisation of resources and activities and the grouping of children to enable them to be given time to become involved, sustain their interest and complete tasks.

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.