



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 100626

DfES Number:

INSPECTION DETAILS

Inspection Date 11/02/2005
Inspector Name Malini Parmar

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ready Steady Go (Primrose Hill)
Setting Address 29 Hopkinsons Place
 Camden
 London
 NW1 8TN

REGISTERED PROVIDER DETAILS

Name Mrs Jennifer Silverton

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

Ready Steady Go (Primrose Hill) was registered in 2001 and is for children aged 2-3 years. Two other nurseries owned by the Principal provide places for 3-5 year old children.

There are 19 children aged from 2-3 years on roll, of these 7 are funded 3 years olds. The group offer care and support to children with special educational needs and children with English as an additional language. Sessions are offered on Monday, Wednesday and Fridays, from 09:30 to 12:30.

The provision is situated in the ground floor hall of a Community Centre, and includes a kitchen area and storage cupboards. There are sufficient and suitable toilet facilities for children and a nappy changing area; there are separate facilities for adults. The overall standard of hygiene is good.

The hall is divided into learning areas with suitable equipment for the age range. There is access to an outdoor area (the hall above can be used in wet weather), staff also take children to local parks.

The five members of staff are qualified in Early Years Education, ranging from BA Hons, PGTC and NNEB. Also qualified teachers come in weekly to hold music, dance & drama workshops with the children.

The staff have completed Camden & Westminster's 'Celebrating Quality' assessment and development scheme and are considering mentoring other providers to develop and improve the care and education provided to children under 5 years of age.

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

How effective is the nursery education?

Ready Steady Go Nursery offers high quality provision, helping children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff are committed and have a secure knowledge of the early learning goals. They successfully use a wide range of teaching and questioning techniques to extend each child's thinking and learning. Staff adopt a holistic approach, they arrange the play areas well to encourage children to make decisions, develop confidence and be independent. They meet weekly to ensure a carefully structured curriculum that provides rich and stimulating experiences. The indoor and outdoor environments are carefully prepared to ensure individual needs are met by building on what children already know. Staff successfully accommodate the different ways children learn by planning for the same learning objective in a range of different ways. This enables children to successfully initiate their own play and staff are effectively deployed to support children. They carefully frame questions to support and extend thought processes. Staff skilfully encourage a positive attitude to learning by providing opportunities that are meaningful and children are continually engaged in purposeful play. The system for assessment and record keeping is comprehensive, enabling staff to monitor children's learning closely. The procedures in place to support children with special educational needs are thorough.

The leadership of the group is very good, it is supported by effective management and shared goals. The nursery coordinator and team work closely to monitor and review the planning, delivery of the programme and children's achievements each week. Staff have regular access to training.

Partnership with parents is very good which contributes significantly to children's progress. Parents receive good information, are continually updated about their child's progress and they are invited to contribute to the programme.

What is being done well?

- Staff successfully accommodate the different ways children learn by planning for the same learning objective in a range of different ways. They skilfully enable individual children's play to evolve in order to support and extend identified priorities.
- Teaching gives good support to children's personal, social and emotional development; children are interested in learning, they behave well and they are developing good relationships.
- Planning and assessment; the comprehensive well-evolved system is used effectively to identify learning priorities. Staff meet weekly to organise a programme of stimulating practical activities that facilitate children's individual

needs.

- Children have access to a good range of activities with emphasis on sensory exploration and investigation. Children delight in the daily opportunities for sand, water, painting and messy activities.
- The Leadership and management; the provider's clear vision and commitment to providing high quality care and education is shared by staff and is evident in all areas of practice. The thorough system in place to review and monitor the dynamic enables the group to continually reflect on their strengths and weaknesses.

What needs to be improved?

- There are no significant weaknesses to report, but consideration should be given to improving the following;
- the organisation of focus activities to ensure all staff have equal chances to be thoroughly prepared.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and enthusiastic learners. They make choices about their play and take initiative. Children are successfully engaged in purposeful play and show good levels of concentration when making cards. Firm relationships are established as children share, take turns and work co-operatively. They model respect and care shown by adults and behaviour is very good. They show good self-help skills and when making their own snacks and pouring their own drinks.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen attentively; speak clearly and confidently as they engage both adults and their friends in conversation. Children are encouraged to notice print and the sounds of letters in words and successfully recognise their names. Children have excellent opportunities to develop writing skills through a variety of exciting opportunities such as creative play. Children enjoy a wide range of books and learn that information can be retrieved from books to provide them with ideas.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Excellent planned practical activities and everyday situations are used very well to explore mathematical concepts. Children successfully use mathematical language to describe colour, size, shape, position, quantity and weight. Children ably extend the classroom number line from 5 through to 10. They successfully problem solve and have good opportunities to learn about calculation through activities like snack time. Children delight in successfully measuring blocks and comparing heights.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have excellent opportunities to investigate and explore a range of materials using their senses both indoors and outdoors. They notice change to colour as they closely examine objects with magnifying glasses on a light box. They skilfully make models using a range of construction kits. They plant bulbs and watch the changes as they occur. They develop a good understanding of time, culture and beliefs as they share their experiences, and acknowledge a range of festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

A good range of activities help children gain control, co ordination and spatial awareness. Fine manipulative skills are developed well; children display very good skills when cutting, painting, and constructing. Regular opportunities to use large equipment and effective challenges ensure that children move around freely and safely, displaying a good awareness of themselves and others. Planned activities and routines help children to recognise the changes that occur to their bodies when active.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children freely explore texture, shape and colour as they use a variety of media. They eagerly paint, play with sand and soil, water, rice and use an array of collage materials to communicate their thoughts, ideas and feelings. They respond in a variety of ways expressing delight and disgust to these. They have weekly chances to participate in planned music and movement sessions. They are supported well and delight in using their imaginations as they play "Kings and Queens in the Castle".

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:

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- the organisation of focus activities to ensure all staff are thoroughly prepared.

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.