



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN 155074

DfES Number: 551777

INSPECTION DETAILS

Inspection Date 14/12/2004
Inspector Name Maxine Rose

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care
Setting Name Pippi Longstocking Nursery
Setting Address 45 Manor Road
Walthamstow
London
E17 5RY

REGISTERED PROVIDER DETAILS

Name Ms Claire Adeyemi

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

How good is the Day Care?

Pippi Longstocking provides satisfactory care for children.

The staff work well together to provide a warm and welcoming environment for the children. The premises are organised and maintained to a fair standard throughout. Some furniture, resources and play equipment are positioned well to create an accessible environment for children.

The group have some well written policies and procedures most of which provide useful guidance for staff and parents. There is no procedure for lost children and the procedures for recording medication and accidents are less well managed.

The arrangements for health and safety are good in most areas. Effective security systems and planning of activities ensures that staff are well deployed to oversee children's safety. The group are pro-active in maintaining a clean and hygienic environment which significantly helps to prevent cross infection to children.

A variety of interesting activities are organised to help the children make progress in all areas of their development. The children are highly involved in activities. They are developing their language skills, mathematical thinking and imaginative ideas through well planned topics and positive staff interaction. The group nurture's children's understanding of diversity and appropriate behaviour in positive ways. The children are friendly and well behaved.

Good opportunities exist for parents to exchange information about the care of their children, be involved in children's development and learn about the provision.

What has improved since the last inspection?

This is the groups first inspection

What is being done well?

- Managers and staff have a positive approach to maintaining links with parents this helps to maintain a valuable partnership where the individual needs of the children receive good attention.
- The staff act as good role models. They include all children in activities and are consistent with setting clear expectations for how children should behave. Children behave well.
- The effective communication between adults and children creates a friendly atmosphere where children develop confidence, relate well to one another.

What needs to be improved?

- the procedure relating to missing children
- the procedure for ensuring that written consent from parents is sought prior to the administration of medication to children
- the organisation of resources to ensure they are easily accessible to the children
- the procedure for ensuring all supervisors obtain a level three qualification.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report on.

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 must take the following actions by the date shown**

Std	Action	Date
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2	Devise and implement a procedure for missing children.	30/01/2005
2	Develop and implement an action plan that sets out how supervisors will achieve a level 3 qualification.	30/01/2005
7	Obtain written permission from parents before administering medication to children	30/01/2005

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
5	Ensure that sufficient equipment is readily available to meet the needs of children (materials for writing, drawing, cutting and sticking).

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

How effective is the nursery education?

Pippi Longstocking Day Nursery offers good quality provision for funded nursery education children. The children are making generally good progress towards the early learning goals and stepping-stones. They are making very good progress in the learning areas, knowledge and understanding of the world, and physical development.

The quality of teaching is generally good. The staff have good knowledge and understanding of most areas of the early learning goals and stepping stones with significant weaknesses in mathematical development. The educational programme is planned very well to meet the needs of three year olds. Older children are less well challenged in mathematics. Curriculum plans are well presented, clearly showing what children are intended to learn from activities. Assessments about children's progress show what they can do but not what they have learnt or how learning will be extended or adapted to support their learning in the next stage.

The staff manage the children very well by applying appropriate guidance and gentle encouragement to help them behave appropriately. Good emphasis is given to meeting children's individual needs.

The leadership and management are generally good. The team work well to provide stimulating learning experiences for the children. They receive appropriate guidance and leadership from the manager who acts as a good role model. Insufficient time is given to reviewing and developing teaching skills, at times this results in missed opportunities for learning.

The partnership with parents is very good. Effective information systems keep parents up to date with their children's progress: the curriculum programme and ways in which they can be involved in their children's learning.

What is being done well?

- Well-planned activities and outings enable children to have first hand experience of observing living things and learning about key features of their environment. The children have a growing appreciation for the world they live in.
- The children have very good opportunities to develop their physical skills. They move confidently around the setting and show increasing control and coordination when using large and small equipment.
- The staff are consistent in their management of children. They actively promote good behaviour. The children behave well and have a growing respect for one another.

What needs to be improved?

- Opportunities for older children to learn about quantity, recreating simple patterns and explore using numbers for the purpose of counting and calculating using practical mathematical ideas.
- The organisation of resources and methods used to promote: children's independence, skills in reading and writing and imagination in music.
- The procedures for: assessing; evaluating; monitoring and helping children to progress to the next stage of learning.

What has improved since the last inspection?

This is the groups first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are confident keen to learn and focused in activities. Practical activities and themed topics help children develop tolerance and respect for others. The children work cooperatively and behave very well. The organisation of resources does not always enable children to easily select equipment to work independently or in groups.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children's listening skills are developing well. They enjoy books and respond well at story time where they are encouraged to recall familiar elements of the book. The children have fun learning nursery rhymes and simple songs they often join in the with action rhymes. At times older children are not encouraged to link sounds to words using appropriate methods and the organisation of resources does not enable them to attempt writing for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have fun learning about shapes, size, space and position in practical activities. They count confidently from one to ten, making good use of songs to practice using numbers in exciting ways. Practical activities are rarely used to encourage older children to add, take away, and compare numbers and develop language to describe quantity. There are limited opportunities for children learn about recreating simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

This is an area of strength. Children are fascinated by environmental changes and living things. They have good opportunities to use their senses to explore and investigate. Children apply skill and creativity when using a range of materials to build objects. They make good use of programmable toys such as tape recorders to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children are learning to develop their large and small physical skills. They move confidently and demonstrate an awareness of space and others around them. They have good opportunities to practice and develop running, jumping, climbing and balancing skills when outdoors. Children's finer motor skills are well developed from using paint brushes, crayons and small construction toys. They are learning to use a wide range of tools safely.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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The children use a range of materials to express their creative ideas. They enjoy experimenting when using different techniques such as texture, collage, painting and printing in more than one dimension. Well planned activities enable children to respond in a variety of ways to what they feel, smell and touch. They are familiar with songs and rhymes. Opportunities for children to use musical instruments in a purposeful way and move imaginatively to music is limited.

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

- Develop older children's understanding of re-creating simple patterns and calculation. Use practical activities to encourage them to add and take away involving the use of appropriate language.
- Develop curriculum plans to ensure all areas of the early learning goals are covered fully. Include opportunities for older children to develop appropriate methods for reading and spelling; use their imagination extensively in art and music; develop their independence through making choices for example selecting own resources to work independently.
- Evaluate what children have learnt from activities and use this information to plan the next stage of learning.

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.