

# Nile Lodge Playgroup

Inspection report for early years provision

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<b>Unique Reference Number</b>	118175
<b>Inspection date</b>	01 November 2007
<b>Inspector</b>	Kim Mundy
<b>Setting Address</b>	Capitanio Sisters Missionary Hostel, Nile Lodge, Queens Walk,, Ealing, London, W5 1TJ
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<b>Registered person</b>	The Trustee's of The Sisters of Charity of St. Capitanio & St. Ger.
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Nile Lodge Pre-School is privately owned by Capitano Sisters and is a registered charity managed by a board of trustees. It opened in 1970 and operates from three rooms in a building in the grounds of the Nile Lodge Convent in the London borough of Ealing. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 11:45 and 13:00 to 15:30, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 52 children aged from two to under five years on roll. Of these, six children receive funding for early education. Children come from the local community. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs seven members of staff. All of the staff hold appropriate early years qualifications.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is good.

Children's health and welfare is positively promoted by staff. The setting's thorough policies and procedures support the good practice in place, for example, for medicine administration and accident recording. Children receive appropriate first aid treatment because staff hold valid first aid certificates. They are learning about the importance of keeping healthy during cooking activities and the daily routine, for example, washing their hands before eating. Children are cared for in a very clean and well maintained environment.

Children experience relaxing and sociable snack times as they choose from a wide selection of fresh and dried fruits which are presented attractively to them. However, drinking water is not easily accessible for children to help themselves when they are thirsty.

Children have access to a lovely outdoor play area; they are participating in a good range of activities to enable them to develop their physical skills. Children are developing control over their bodies as they run, jump, slide, climb and crawl. There are many opportunities for children to develop their fine motor skills, such as cutting, threading and posting objects.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are welcomed enthusiastically by staff as they arrive. The playrooms are bright and light, and children's artwork is displayed. The rooms are set up attractively with an interesting range of activities to capture the children's imagination, for example, the home corner in the role-play area. There is a very good range of toys and resources to meet the needs of the children attending.

Children are safe and secure on the premises because the comprehensive policies and procedures in place are followed by staff to promote children's safety and welfare, for example, daily risk assessments to minimise possible hazards on the premises. Children regularly practise the fire drill so that they are fully aware of what to do in the event of a fire. Staff work directly with the children in the different areas of the play rooms and therefore, they are well supervised at all times.

Children are safeguarded from abuse or neglect because staff are fully aware of their roles and responsibilities to report child protection concerns.

### **Helping children achieve well and enjoy what they do**

The provision is good.

All children have equal access to the same learning opportunities regardless of their age. Activities are adapted to meet their individual needs, for example, less able children are offered good support to help them to achieve tasks and more able children are offered suitable challenges to extend their learning. Children under three-years-old are supported by very kind and caring staff that are able to respond to their individual care, learning and welfare needs. Staff have knowledge and understanding of the Birth to three matters framework. They begin to implement this effectively within the setting, although further development is required in relation to planning for the different aspects. Children are developing confidence and

self-esteem. They are helped to make sense of what they see, hear, smell and touch, for example, as they use glue, squeeze play dough, and explore musical instruments. Young children are developing good communication skills as staff offer new words to extend their language during their play. Whilst playing with bricks they begin to develop their problem solving skills.

#### **Nursery education.**

The quality of teaching and learning is good. Staff are very enthusiastic and they plan a well balanced curriculum which is clearly linked to the stepping stones of the early learning goals. Staff monitor and record the children's involvement in activities. However, the system in place is not fully developed in relation to planning the next steps for children's individual learning. Teaching methods are very good as staff work directly with groups of children, pose questions to make them think and offer new language to extend their vocabulary. During discussion and focus group times, staff give children time to express their own views and thoughts which develops their self-assurance and esteem. Children are very happy, confident and motivated to learn. They are developing their independence skills as they select toys and resources. They recognise their name on their coat pegs and pictures, and this provides them with a sense of belonging to the playgroup. Story time is exciting as children eagerly join in and recite familiar stories, for example, 'What's the time Grandma wolf?'. Staff also use props and puppets which provides good support for children who speak English as an additional language. Overall, early reading and writing is promoted well, although this is not consistently available in the role-play area. Children enjoy a wide range of problem solving activities. They have many good opportunities to sort objects, explore simple addition and subtraction, and floating and sinking. They begin to count confidently and they are learning about shape and space as they fit puzzles together and construct with bricks. Children have many good opportunities to develop their imagination as they engage in various role-play experiences, for example, in the home corner, restaurant and post office. They are observing and caring for living things as they enjoy digging in the garden, planting kohlrabi, growing cress, peppers and observing fish and tadpoles. Children have access to a good range of equipment which helps them to develop their understanding of technology, for example, the computer, telephones and cash tills. Staff provide a caring learning environment in which children are able to make good progress.

#### **Helping children make a positive contribution**

The provision is good.

Children's social, moral, spiritual and cultural development is fostered. Children have time to reflect during quiet moments and they enjoy relaxing as they listen to stories. They are treated with equal concern and their individual needs are met effectively by the staff. Children are provided with a range of resources and visual images that reflect positive images, such as puzzles, dolls, books and posters. These resources are beginning to increase the children's awareness of diversity and understanding of others within the wider community. Children also participate in a range of festival celebrations, such as Diwali, Easter and Christmas.

Children with learning difficulties and/or disabilities are well supported. There is a special educational needs coordinator who has attended relevant training. Children with English as an additional language are supported within the pre-school. They settle well because staff ensure that they find out some basic words in the child's first language, for example, mummy, daddy, toilet, and drink. Staff also help children to understand the routine of the day by showing them pictures. Children are well-behaved because staff manage their behaviour sensitively and appropriately for their age and stage of development. Children are kind and considerate towards

each other and they are learning to take turns and share. Staff offer consistent praise and encouragement which helps children to feel good about themselves.

Staff place a very strong emphasis on partnerships with parents and carers to benefit the children who are very happy and relaxed. Parents speak very highly of this pre-school setting. They are warmly welcomed and lots of information is available to them. Children are able to settle with ease and they are supported by very kind and caring key workers who liaise closely with parents about their child's activities and achievements. Parents have opportunities to put their views forward through parent questionnaires and a parent rota is in place to help out in the pre-school. They thoroughly enjoy participating in social events, such as Pizza and Curry nights. Parents of younger children receive information about how their children are developing in relation to the Birth to three matters framework.

Partnership with parents and carers in relation to nursery education is good. Parents receive written reports about their child's progress towards the early learning goals three times a year. They are fully involved in their child's learning as staff offer ideas for parents to extend their learning at home. Parents thoroughly enjoy the open evenings when staff talk about what the children are learning and they have the opportunity to play for themselves in the six areas of learning.

### **Organisation**

The organisation is good.

This pre-school is very well organised because managers have a clear understanding of their roles and responsibilities and lead the staff team very efficiently. The day runs smoothly for the children because staff are very aware of their specific duties, for example, supporting children during specific activities and managing the door at home time. Children benefit greatly from the staff's enthusiasm and ongoing commitment to providing an exciting and caring learning environment. Staff continuously improve and develop the service for children. They ensure that there is a good range of toys and resources to deliver the well balanced curriculum in place. Staff training needs are identified at yearly appraisal meetings and they have good opportunities to attend ongoing training through the Local Authority.

Leadership and management for nursery education is good. Managers have a sound understanding of the early years curriculum and how to implement this effectively within the setting. There are good systems in place for monitoring the quality of teaching as managers observe and work alongside the staff. Managers consistently assess the strengths and weaknesses of the pre-school and all staff are involved in planning the curriculum. Therefore, children are making good progress towards the early learning goals. Good relationships are in place with local schools. Children who have left the play group have opportunities to return with their class teacher and peers for social events, such as picnics.

Rigorous recruitment procedures are in place and staff have a clear understanding of their role and responsibilities. Staff are extremely kind, keen and motivated. The required documentation is in place to support children's health, safety and well-being. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection the setting was required to: ensure that anyone responsible for the preparation and handling of food is aware of, and complies with, Environmental Health

requirements; and to keep an up to date written record, signed by parents, of accidents and ensure that staff and parents signatures are clearly defined.

Two staff hold a current food and hygiene certificate and accidents are recorded appropriately to improve the health and care of the children.

At the last nursery education inspection the setting was required to: increase the opportunities for children to make decisions and choices to develop their imagination and creativity; count and solve mathematical problems in every day routines; to make links between sounds and letters; to explore technology through everyday objects, investigate and find out how things work. The staff now plan a well balanced curriculum to include a range of activities and experiences to enhance children's learning opportunities in all six areas of learning. The setting was also required to: develop the assessment to ensure observations identify children's next steps in learning and use these to inform future plans; and to introduce a system to monitor and evaluate the effectiveness of the setting and that of the educational programme. Systems to monitor and evaluate the quality of teaching are now in place through observation, staff meetings and appraisals. However, the system in place for assessing children's progress and informing future planning of the next steps for their individual learning requires further refinement.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure drinking water is easily accessible for children to help themselves when they are thirsty
- continue to develop the planning, evaluation and assessment system in place for children under three years.

#### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop the systems for observing children's progress and informing future planning of the next steps for children's individual learning
- extend children's early reading and writing opportunities in to the role-play area.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)