



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 118190

DfES Number: 532486

INSPECTION DETAILS

Inspection Date	04/03/2005
Inspector Name	Christine Bonnett

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Perivale Community Pre-School
Setting Address	Horsenden Lane South Greenford Middlesex UB6 7NP

REGISTERED PROVIDER DETAILS

Name	The Committee of Perivale Community Pre-School 1081458
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ORGANISATION DETAILS

Name	Perivale Community Pre-School
Address	Horsenden Lane South Perivale Middlesex UB6 7NP

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

Perivale Community Pre-school is managed by a voluntary management committee, made up of parents of children at the pre-school. It opened in 2000 and operates from a large hall within Perivale Community Centre in the London Borough of Ealing. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:30 to 12:00 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 30 children aged from 2 to under 5 years on roll. Of these, 10 children receive funding for nursery education. Children come from the local and wider community. The pre-school currently supports a child with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs four staff. Two of the staff, including the manager hold appropriate early years qualifications. One staff member is working towards a qualification.

The pre-school is affiliated to the Pre-School Learning Alliance [PSLA] and receives support from the Foundation Stage Consultant from the Early Years Development and Childcare Partnership [EYDCP].

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

How effective is the nursery education?

Children are making generally good progress towards the Early Learning Goals in all six areas of learning.

The quality of teaching is generally good, although there are weaknesses in the educational programme. Staff are developing their knowledge and understanding of the foundation stage of learning. They monitor and evaluate children's achievements which influences future planning. Staff establish good relationships with the children. Children are interested and engage well in the activities offered. Opportunities for them to become familiar with information and communication technology are not appropriately planned for or to understand that writing is used for a variety of purposes. Staff extend children's play experiences and vocabulary by asking appropriate questions and creating a stimulating environment. Few chances are created for children to develop their independence, and their understanding of simple calculation through daily routines. Also, challenges for more able children to develop their climbing and balancing skills are not provided.

The manager works directly with the children and provides a good role model for both staff and children. She has a sound knowledge of the Early Learning Goals and how children learn. The manager is working with her team to further develop planning and assessment methods. She has a clear vision of how she would like to enhance and extend the work of the group.

Partnership with parents is very good. Parents are welcome to stay with their children until they are settled. Information about children's developmental progress is shared regularly. A parents notice board contains relevant and topical information. Positive comments were received from parents as part of the inspection process.

What is being done well?

- Staff develop good relationships with children as they help them to settle and make time to listen to them. This fosters children's self esteem and provides a caring environment where children feel safe and motivated to learn.
- Children are interested in books and use them confidently. They enjoy singing and listening to stories. Children who have English as an additional language are well supported by staff.
- Children have good opportunities to extend their imaginations through creative activities and role-play situations.
- The pre-school is welcoming and staff are approachable. Detailed information is given to parents about the setting. Parents have the opportunity to discuss their child's progress regularly.
- There is a strong commitment by management to enhance and extend the

service provided.

What needs to be improved?

- the opportunity for children to develop their independence skills during daily routines
- the strengthening of the literacy programme to enable children to understand that writing is used for a variety of purposes and to encourage the development of reading skills
- the provision of information technology and understanding of how and why things work to promote children's awareness in this area
- the opportunity for children to explore and understand simple calculation through practical daily activities
- the programme for physical development by providing challenges for more able children to develop their climbing and balancing skills

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident, enthusiastic and persist at planned activities in small groups. Positive relationships are established between staff and children. Behaviour is generally good and children are able to share, take turns and play co-operatively together. However, there are missed opportunities in daily routines for children to develop their independence. Children are able to learn, value and acknowledge their own and others cultures and beliefs through planned themes and activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy listening to stories, and join in with familiar songs. Older children speak confidently and those who have English as an additional language are well supported by staff. Children select books for pleasure, hold them the correct way up and turn the pages. However, there are few opportunities for children to understand that print is used for a variety of purposes. Children recognise their own names and older children are beginning to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count up to ten. Opportunities are created for children to practise counting in routine activities. They are able to recognise mathematical shapes and make accurate comparisons by size and quantity. Good resources are used to promote matching and sorting. Chances are lost to develop children's understanding of simple calculation and problem solving in daily routines such as snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Opportunities for children to become familiar with Information technology and how and why things work is not appropriately planned for. Seasonal topic work provides limited opportunities to find out about the natural world and living things. Children are also learning about their community and the wider world. There are regular chances for children to develop skills with tools such as pastry cutters and sieves. A sense of time is being promoted through recalling past events.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate good spatial awareness as they move confidently around the hall on tricycles and during action songs. They demonstrate control and dexterity as they handle pencils, scissors and glue spreaders. Opportunities for more able children to develop climbing and balancing skills are not available. Through themes and topics children are learning about health and bodily awareness.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
There are good resources available for children to differentiate colours and shapes and to practise matching. They have good opportunities to create music as instruments are routinely available. Children have limited chances to explore shape and form in three dimensions. They are able to express themselves well through role play situations, rhymes and action songs.	
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

- create opportunities for children to develop their independence skills during daily routines
- strengthen the literacy programme to enable children to understand that writing is used for a variety of purposes and to encourage the development of reading skills
- ensure information technology and how and why things work are incorporated in to the planning to promote children's understanding in this area
- provide opportunities for children to explore and understand simple calculation through practical daily activities
- enhance the programme for physical development by providing challenges for more able children to develop their climbing and balancing skills

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.