



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY248005

DfES Number: 550931

### INSPECTION DETAILS

Inspection Date	09/03/2005
Inspector Name	Christine Bonnett

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hanwell Bunnies Pre-School Playgroup
Setting Address	Hanwell Methodist Church Hall Church Road London W7 1DJ

### REGISTERED PROVIDER DETAILS

Name	The Committee of Hanwell Bunnies Pre-School Playgroup 1020315
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### ORGANISATION DETAILS

Name	Hanwell Bunnies Pre-School Playgroup
Address	75 Drayton Bridge Road London W7 1ER

## 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

Hanwell Bunnies Pre-school Playgroup is a registered charity managed by a board of trustees who are also the voluntary management committee, made up of parents of children at the pre-school. It opened in 2002 and operates from either one of two halls within Hanwell Methodist Church hall, 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 09:20 to 11:45 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 26 children aged from 2 to under 5 years on roll. Of these, 6 children receive funding for nursery education. Children come from the local community. The pre-school currently supports a number of children who speak English as an additional language.

The pre-school employs five staff. Three 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 overall towards the early learning goals, but very good progress in their personal, social and emotional development.

The quality of teaching is generally good, although there are weaknesses in the educational programme. Staff have a sound knowledge and understanding of the foundation stage of learning. They monitor and evaluate children's achievements which influences future planning. Good relationships with children are established by staff. The children are interested in the activities offered and are engaged to a high level. Limited opportunities are provided for children to explore and create in three dimensions, and 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 and fun environment. Few chances are created for children to investigate the natural world. Also, opportunities need to be created to allow more able children to develop their climbing and balancing skills.

Leadership and Management is generally good. The manager provides a good role model for both staff and children. She has a good knowledge of the Early Learning Goals and works with her team to develop planning and assessment methods. There is a strong commitment to the training and professional development of staff. The committee is committed to extending and enhancing the service provided.

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

### What is being done well?

- Weekly themes are incorporated into all six areas of learning and are reinforced all through the week to consolidate the children's learning.
- Good use of is made of the available resources to encourage children's mathematical development.
- Children are confident and motivated to learn, they engage in the activities to a high level.
- Staff have a good understanding of how children learn and create a stimulating and fun environment for them.
- A good range of resources are available that promote diversity within society, reflecting different races, cultures and abilities. This allows children to begin to understand about their own culture and beliefs and those of others.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● 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</li><li>● the provision of information technology and understanding of how and why things work to promote children's awareness in this area</li><li>● the opportunity for children to explore and understand simple calculation through practical daily activities</li><li>● the programme for physical development by providing challenges for more able children to develop their climbing and balancing skills</li><li>● opportunities for children to explore and create form and shape in three dimensions.</li></ul>



<b>What has improved since the last inspection?</b>
Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and enthusiastic in participating in activities. They interact well with adults and each other, playing co-operatively in pairs and small groups. Children have a good understanding of the boundaries for acceptable behaviour and share and take turns well. Children's independence is promoted in routine activities. Through planned activities they are becoming aware of cultural and religious events and customs of communities and countries around the world.

### 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.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count up to ten. Opportunities are created for children to practise counting in routine activities. Children are developing an understanding of mathematical and positional language, such as big and little, in front and behind. Good resources are used to promote matching and sorting skills. Chances are lost to develop children's understanding of simple calculation and problem solving in daily routines.

### 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. There are regular chances for children to develop design skills as they work with tools such as pastry cutters and glue spreaders. Children have good opportunities to explore and express feelings. There are few opportunities to find out about the natural world and living things.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children demonstrate good spatial awareness as they move confidently around the hall on obstacle courses, during action songs and musical movement sessions. They demonstrate control and dexterity as they handle felt pens, brushes and thread cotton reels. 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
<p>There are good resources available for children to explore colour and shape in two dimensions. However, there are limited chances to create in three dimensions and use joining materials such as glue and sticky tape. There are good opportunities to create music, as instruments are routinely available. Children are able to express themselves well through imaginative and well resourced role play situations, rhymes and action songs.</p>	

**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

- 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
- provide opportunities for children to explore and create form and shape in three dimensions.

*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.*