



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 118175

DfES Number: 532491

### INSPECTION DETAILS

Inspection Date	23/02/2005
Inspector Name	Zelda Fay Parker

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Nile Lodge Playgroup
Setting Address	Capitanio Sisters Missionary Hostel, Nile Lodge Queens Walk, Ealing London W5 1TJ

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Sisters of Charity of St. Capitanio & St. Ger.
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### ORGANISATION DETAILS

Name	The Sisters of Charity of St. Capitanio & St. Ger.
Address	Nine Lodge Playgroup Nile Lodge Queens Walk London W5 1TJ

## 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

Nile Lodge Pre-School is privately owned by Capitano Sisters and is a registered charity managed by a board of trustees.

It opened in 1993, and operates from 3 rooms in a purpose built cottage style building in the grounds of the Nile Lodge Convent, Pitshanger 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 11:45 am and 13:00 to 15:30 pm, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged 2 to under 5 years on roll. Of these 11 children receive funding for nursery education. Children come from the local community. The pre-school supports a number of children who speak English as an additional language.

The nursery employs six staff. Four of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

The pre-school is affiliated to the Pre-School Learning Alliance [PSLA] The pre-school 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?

The education offered at Nile Lodge Pre-School is generally good.

Children make generally good progress in all of the six key areas. Children experience different activities each day, although they have little opportunity to make decisions and choices beyond the range of equipment presented to them.

Children's behaviour is good, staff deal with behaviour management issues appropriately and promote positive behaviour.

Children are developing a wide range of skills as they become familiar with the pre-school routine and build relationships with staff and peers. Children are making steady progress towards the early learning goals in all six learning areas. However, there are missed opportunities for staff to extend children's learning through everyday routines and activities.

The quality of teaching is generally good, staff work well as a team and have established very good relationships with children and the parents. Children with English as an additional language are supported well by the staff. The new planning and assessment systems in place require further development to provide a well-balanced curriculum and to securely inform future planning of the next steps for children's individual learning.

Good leadership and management, clear communication systems and established responsibilities result in a balanced team that work well together. The manager and staff have a good working knowledge of the early learning goals. The deployment of staff helps children to feel secure within their environment. The provision continues to improve by implementing changes, though there is not yet a system to evaluate the effectiveness of the education programme.

Partnership with parents is good; they are well informed about the setting and curriculum and are encouraged to participate in their children's learning. Staff provide written progress reports, which are shared formally with parents.

### What is being done well?

- Children are developing a wide range of skills as they become familiar with the pre-school routine and build relationships with staff and peers.
- Children's behaviour is good, staff deal with behaviour management issues appropriately and promote positive behaviour.
- Partnership with parents is good, they are kept well informed about the nursery and the progress their child is making.

- Staff work well together as a team. They have clear roles and responsibilities, and support each other creating positive role models and a good environment for the children.

**What needs to be improved?**

- everyday routines to increase children's awareness of calculation and problem solving
- children's independence to select resources; and to have regular opportunities to use their imagination and develop their creativity
- the opportunities for children to make links between sounds and letters
- the chances for children to explore technology through everyday objects, ask questions, investigate and find out how things work
- the process to evaluate and extend children's individual progression; the system to monitor and evaluate the effectiveness of the setting and that of the educational programme.

**What has improved since the last inspection?**

This is the setting's first funded inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's confidence and self-esteem are built up by staff who are sensitive to their needs and know them well. They play cooperatively together, sharing and taking turns. They are also able to learn about and value each others religion and culture through the various festivals and celebrations promoted by the playgroup. Whilst they are gaining independence there are some missed opportunities to further develop skills in this area.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are developing good vocabulary and they communicate well with each other and adults. They enjoy looking at books and respond to stories and songs with enjoyment. The use of phonetics for spelling and sounding words is limited. They practice writing and can make marks with different resources through planned activities, although there are too few opportunities for children to be spontaneous in their writing, and to write for a purpose.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show an interest in numbers and counting. There are good resources to support children in comparing size, quantity, shape, pattern and colour, although there are missed opportunities to extend children's learning in this area. There are missed opportunities to use mathematical language in every day situations. Insufficient attention is given to developing knowledge of number, counting skills and to develop calculating skills through everyday practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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There are good opportunities provided for children to observe with purpose the features of living things. They are gaining awareness of other peoples beliefs in relation to the various festivals covered. Children have the opportunity to learn about the local community by means of visitors to the nursery and the activities provided in the setting. Children use construction toys, but there are few opportunities for children to use programmable toys and to explore or investigate how things work.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to move with control and co-ordination when using equipment in the garden area. The children are given good opportunities to develop small movement skills, for example, in their use of building bricks and construction toys. The children handle tools such as cutters, rolling pins and glue sticks appropriately. Through planned themes children are developing an understanding of how the body works and the importance of staying healthy.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children experience a variety of materials, such as sand, water, and dough. They learn about a range of creative techniques and explore colour, texture and shape through structured adult led activities. They draw and paint pictures to express their ideas and form models using playdough. Children enjoy and make good use of imaginary provision. Children enjoy songs and action rhymes on a daily basis. Children do not routinely access music and play musical instruments.</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**

- 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
- develop the assessment to ensure observations identify children's next steps in learning and these are used to inform future plans; introduce a system to monitor and evaluate the effectiveness of the setting and that of the educational programme.

*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.*