



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 118166

DfES Number: 532481

### INSPECTION DETAILS

Inspection Date	08/02/2005
Inspector Name	Christine Bonnett

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St. Paul's Community Playschool
Setting Address	St Paul's Church 49 Ridley Avenue London W13 9XW

### REGISTERED PROVIDER DETAILS

Name	The Committee of St. Paul's Playschool
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### ORGANISATION DETAILS

Name	St. Paul's Playschool
Address	Ridley Avenue West Ealing W13 9XN

## 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

St. Paul's Community Playschool is managed by a voluntary management committee made up of parents of children at the playgroup. It opened in 1992 and operates from one of the church halls within The Ridley Hall, Northfields, in the London Borough of Ealing.

A maximum of 23 children may attend the playschool at any one time. The playschool 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 43 children aged from 2 to under 5 years on roll. Of these, 16 children receive funding for nursery education. Children come from the local community. The playschool supports children with special educational needs.

The playschool employs seven staff. Six of the staff, including the manager, hold appropriate early years qualifications.

The playschool receives support from the Foundation Stage Consultants 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 most areas of learning and very good progress in the area of personal, social and emotional development.

The quality of teaching is generally good. However, there are some weaknesses in the education programme. Staff work well as a team and act as good role models for acceptable behaviour. Curriculum planning is detailed and ensures that each area of learning is promoted. Observations of the children's achievements are carried out to assist with their on-going development. Children are interested in the activities offered and participate with enthusiasm. Their understanding that writing is used for a variety of purposes needs to be enhanced and simple mathematical concepts used in routine and planned activities. The staff provide a varied programme of practical activities to support children's learning and make good use of available resources. However, more able children lack challenge in their physical development. Limited chances are available to explore and investigate objects and living things. Few opportunities are available for children to hear and create music. Children are confident, forming positive friendships and developing independence.

The manager is committed to enhancing and expanding the current good standards of the group through the on-going training and development of staff. The support and guidance given by the Early Years Development and Childcare Partnership (EYDCP) is valued.

The playschool works very well in partnership with parents. They receive detailed information about the group and the educational programme. They also have opportunities to be involved with their children's learning. There are formal and informal methods for the exchange of information about children's progress. Positive comments were made by parents about the quality of care and educational input the playschool provides.

### What is being done well?

- There is a commitment by management and staff to further develop the educational programme within the nursery.
- Children are confident, enthusiastic to learn and are developing independence skills.
- Through various planned activities and topics, children are becoming aware that people have different needs, cultures and beliefs within society.
- Children form good relationships with their peers and staff and work co-operatively together.
- Parents are well informed about the playschool and the progress their child is

making.

**What needs to be improved?**

- 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 use of mathematical concepts of size, volume and quantity through everyday practical activities and routines
- the strengthening of the programme for knowledge and understanding of the world to enable children to investigate and explore objects and the natural world
- the enhancing of the programme for physical development by providing challenges for more able children to develop their climbing and balancing skills.
- the opportunity for children to hear and create music and begin to develop a sense of rhythm.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are confident, enthusiastic and persist in planned activities. Positive relationships are being formed between staff and children. Behaviour is generally good and children are able to share and play co-operatively. They are developing independence by attempting to put on their own coats, clearing-up and pouring their own drinks. Through planned activities children are learning about, and developing respect for, different cultures and religions.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers and engage easily in conversation with adults and each other. They listen attentively and with enjoyment to stories and group discussions. They extend their imaginative thinking through well-planned role-play situations. Good opportunities are created to link sounds with letters. Some children recognise their names. There are missed opportunities for children to understand that print carries meaning and that writing is used for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Most children can count to ten, and are developing an understanding of mathematical concepts, such as simple subtraction and addition, through daily activities. They then use these concepts to solve problems. Children have access to games and activities that help to develop sorting and matching skills. However, staff miss opportunities to describe and compare volume, size and weight in planned and routine activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have good opportunities to build and construct with a wide range of materials. They are able to use small tools competently. Children have limited opportunities to use information technology or discover how and why everyday items work. There are few opportunities to investigate and observe living things and the natural world. A sense of place is being fostered by talking about the local environment, and a sense of time through daily routines and activities.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children demonstrate good spatial awareness as they move confidently in the garden and during action songs. They exercise control and dexterity as they handle pencils, scissors and glue spreaders. Although they have regular use of a small outside area equipped with tricycles and other resources, challenges for more able children to develop climbing and balancing skills are not available. Through daily routines children are developing an understanding of the importance of staying healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children participate enthusiastically in imaginative play. They enjoy storytelling sessions and joining-in action songs. Good opportunities exist to develop children's senses in a variety of situations, including cooking activities. Limited chances are available for children to hear and create music and begin to develop rhythmic skills. Regular access is available to a variety of materials, such as sand, water and dough to promote individual creativity.

**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 the programme for literacy to enable children to understand that writing is used for a variety of purposes with the aim of promoting reading skills
- provide opportunities for children to develop mathematical concepts of size, volume and quantity through everyday practical activities and routines
- create opportunities for children to investigate and make sense of the natural world and modern technology
- create opportunities for more able children to develop climbing and balancing skills during physical play
- increase opportunities for children to hear and create music and begin to develop a sense of rhythm.

*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.*