



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 118187

DfES Number: 532485

INSPECTION DETAILS

Inspection Date	13/01/2005
Inspector Name	Shan Gwendoline Jones

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Splash and Dash Pre-School Playgroup
Setting Address	Kingsdown Avenue Ealing London W13 9PR

REGISTERED PROVIDER DETAILS

Name	The Committee of Splash and Dash Pre-School Playgroup 1040325
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ORGANISATION DETAILS

Name	Splash and Dash Pre-School Playgroup
Address	Kingsdown Avenue Ealing London W13 9PR

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

Splash and Dash Pre-School Playgroup opened in 1996.

It operates from Kingsdown church hall in a residential part of Ealing. There is one large hall, kitchen, toilets and access to a secure covered outdoor play area which allows outdoor play all year round.

There are 23 children aged from two years to under five years on roll. Of these eleven three-year-olds receive funding for nursery education. There are currently no funded four-year-olds on roll. The pre-school is open four days a week Monday, Tuesday, Thursday and Fridays from 09:45 to 12:00, term time only.

There are currently no children with special educational needs attending the nursery, two children on roll have English as an additional language.

The pre-school employs four permanent staff including the manager. Three staff hold a recognised childcare qualification and these include; NVQ Level 2 (National Vocational Qualification) the Pre-School Learning Alliance Diploma in Pre-school Practice and the NNEB certificate (National Nursery Examination Board).

The setting receives support from the Early Years Consultant at the Early Years Development and Child Care Partnership (EYDCP).

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

How effective is the nursery education?

Splash and Dash Pre-School Playgroup offers generally good quality nursery education overall, where children enjoy learning through a wide range of interesting activities.

The quality of teaching is generally good, although there are some weaknesses in the programme for communication language and literacy, mathematics, knowledge and understanding of the world and creative development. Staff work well as a team and have established very good relationships with children, parents and carers. Staff are good role models. They always speak to the children quietly and politely. There is a good programme of practical activities to support children's learning, good use is made of the resources available. Staff assess the children's learning effectively overall and they know the children well. They observe and record children's progress and use this information to plan future activities.

Good support is provided for the children who are learning English as an additional language. These children are well integrated and they are gaining confidence and fluency.

Leadership and Management is generally good. The manager works directly with the children and provides a very good role model to staff. Staff share a good understanding of early years practice and are committed to developing the quality of the provision through ongoing evaluation and training. The management team are fully committed to the ongoing improvement of the care and education for all children.

Partnerships with parents are very good. Parents are well informed about the curriculum, which allows them to support and extend their children's learning. They openly express satisfaction with the service they receive. Parents spend a significant amount of time helping out in the setting.

What is being done well?

- Children are confident, settled and well behaved. They demonstrate good levels of independence, especially when selecting their own resources.
- Children are interested in books and use them confidently. Focused topics are used effectively in helping all children, including those learning English as an additional language to develop.
- Children's physical skills are promoted effectively through a stimulating range of indoor and outdoor activities.
- Parents are kept updated on their child's development through annual written reports and regular verbal feedback.

What needs to be improved?
<ul style="list-style-type: none">● the programme for communication, language and literacy by providing more frequent opportunities for children to develop linking sounds to letters and practice writing as a purpose● opportunities for children to practice problem solving including simple addition and subtraction● the provision for children to develop practical explorative and investigative skills regarding the natural world and their environment● children's access to a range of musical instruments to explore and recognise how sounds can change.

What has improved since the last inspection?
Not applicable - this is the first education inspection for this setting.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children arrive enthusiastically. They part happily from their carer and independently select their own choice of activity. During role play they take turns and share fairly. Children are developing good relationships with their peers, working harmoniously together to construct a model. They demonstrate good levels of concentration and confidently express their needs. They are well behaved and are offered sensitive support from adults when self-control breaks down.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children enjoy stories and rhymes and participate freely in this activity. They have a good range of reading materials and use books independently, children handle books competently and are aware that print and pictures carry meaning. Children can identify their own names, but there are missed opportunities for children to write for a variety purposes. Children are able to recognise letters of the alphabet, however staff do not always encourage children to link sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Planned activities and everyday situations are used very well to explore number, shape, colour, quantity and position. Children are able to see numbers as labels in their environment, are confident with numbers and are able to count independently. There are fewer opportunities for children to use mathematical skills for simple addition and subtraction through practical activities. They are learning about shapes, colours and patterns through a variety of planned activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children notice patterns and change in a variety of materials and design and construct models using many different resources. Through themed activities, they are developing a good awareness and understanding of their own and other cultures. Whilst children have some opportunities to explore the natural world through a variety of planned activities, there is less emphasis for children to develop practical explorative and investigative skills regarding the natural world and their environment.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children demonstrate good spatial awareness as they move confidently and imaginatively using varied large and small equipment. Children are well co-ordinated and exercise control and dexterity as they safely handle tools, paint and use pencils. Children have regular opportunities for outdoor physical play. Through the planned themes children develop an understanding of how the body works and the importance of staying healthy.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children have many opportunities to express themselves freely using a wide range of materials to paint, draw and construct models. They use their imagination to develop stories and use role-play and small world resources well to enhance their play. Staff support children in their role-play by providing them with a variety of props. There are few opportunities for the children to access musical instruments independently and to explore and experiment with the sound and pitch of music.	

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

- place more emphasis on communication, language and literacy by providing opportunities for children to develop linking sounds to letters and practice writing as a purpose
- provide more practical opportunities for children to practice problem solving including simple addition and subtraction.
- extend opportunities for children to develop practical explorative and investigative skills regarding the natural world and their environment.
- enhance the programme for creative development through providing more activities that help children to explore sound and experiment with musical instruments.

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.