



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY244539

DfES Number: 532915

INSPECTION DETAILS

Inspection Date 11/03/2005
Inspector Name Zelda Fay Parker

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Harvard Park Pre-School
Setting Address Smallberry Green School
Turnpike Way
Isleworth
Middlesex
TW7 5BF

REGISTERED PROVIDER DETAILS

Name Harvard Park Pre-School

ORGANISATION DETAILS

Name Harvard Park Pre-School
Address Turnpike Way
Isleworth
Middlesex
TW7 5BF

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

Harvard Park Pre-School is privately owned by Nicola Sunders and Tracey Milstead.

It opened in 2000, and operates from a purpose built room within Smallberry Green Primary School, Isleworth in the London Borough of Hounslow.

A maximum of 38 children may attend the pre-school at any one time. The pre-school is open each weekday 11:15 to 15:15 term time only. All children share access to a secure enclosed outdoor play area.

There are currently 56 children aged 2 to under 5 years on roll. Of these 22 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports a child with special educational needs, and also a number of children who speak English as an additional language.

The pre-school employs nine staff. Seven of the staff, including the joint managers, 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?

Harvard Park Pre-School provides a generally good educational programme. Very good progress is made in personal, social and emotional development and physical development.

The quality of teaching is good. The staff team have good knowledge of the foundation stage and the six learning areas. They have developed effective and detailed planning to ensure the curriculum promotes learning in all six areas. Adults make relevant observations on children. However, these are not yet used to identify the next steps in their individual development. Staff use a successful and wide range of teaching and questioning methods to extend children language and thinking.

Children make particularly good progress in their personal, social and emotional development. They are enthusiastic and motivated learners who are able to persist at a wide range of activities and experiences. Children's physical development is very good. They are well co-ordinated and able to successfully negotiate obstacles, move and stop under control. Children have good hand and eye coordination, dexterity and manipulative skills.

Leadership and management is generally good. The managers are supportive and a good role model to staff. There is a strong commitment to provide good quality care and education for children. The providers are committed to ensure staff have regularly access to training to ensure their skills and knowledge remain current and to develop children's educational programme.

Partnership with parents is generally good. Parents are warmly welcomed. A range of information is available about the setting, policies and procedures. Information is given regarding the early learning goals and the impact it has on children's development. Feedback of the children's developmental progress is given regularly.

What is being done well?

- Children make particularly good progress in their personal, social and emotional development. Children receive ample adult attention and support to promote their confidence and self esteem. Staff and children develop warm and caring relationships.
- Children's physical development is very good. They are well co-ordinated and able to successfully negotiate obstacles, move and stop under control. Children have good hand and eye coordination, dexterity and manipulative skills.
- Children's behaviour is very good, staff provide good role models, they promote positive behaviour by reinforcement, praise and encouraging the children.

- Partnership with parents is good. Parents are welcomed warmly and there are good exchanges of information. A range of information about the setting and curriculum is available.

What needs to be improved?

- the opportunities for children to practice problem solving including simple addition and subtraction and to express their feelings through a range of musical instruments
- provide more opportunities for children to make links between sounds and letters
- provide ample chances for children to use information and communication technology
- the process to evaluate and extend children's individual progression.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are forming positive relationships with adults and peers, their behaviour is very good. They are confident to express their needs and are learning to take turns, share and negotiate. They are confident and motivated and concentrate well on chosen activities. Independence and self help skills are developed through everyday activities such as pouring drinks and washing hands. Awareness of customs and cultures is gained through planned projects and activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and engage easily in conversations with peers and adults. Children have very good opportunities to explore a wide range of vocabulary during activities and discussion times. They have good opportunities to develop their early writing skills. Paper, envelopes, pencils are readily available to them. They listen attentively and with enjoyment to stories and songs. The use of phonetics for spelling and sounding words is limited.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to use mathematical language during their play, for example big and little and they enjoy solving problems, for example puzzles and constructing with bricks. They are gaining confidence in accurate counting and number recognition. Staff use daily routines and activities well to extend children's mathematical language, however there is less emphasis on calculation, for example simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's design and making skills are well developed through practical activities and a range of resources. Regular trips take place in the local environment to places like Osterley Park and Syon Park. They explore living things for example sowing seeds. Planned opportunities to use the computer are limited, but programmable equipment is available and opportunities to question why and how things work. Children learn about present and past events in their lives such as topics on 'ourselves'.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently in and outdoors, showing an awareness of space and others around them. They are able to handle small tools, malleable materials and objects with increasing control. They thread beads, complete puzzles and use play dough. Children use a range of one-handed tools to develop good hand and eye co-ordination and their pre-writing skills. They have good opportunities to find out about the importance of staying healthy through daily routines.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy a wide variety of activities, which give them opportunities to explore colour, texture and shape. They have good opportunities to build create a range of models with boxes and tubes. Staff support children in their role-play by providing them with props and ensuring equipment is readily available. Children enjoy singing songs and rhymes however, there is a lack of opportunity for children to express their feelings through a range of musical instruments.

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 links between sounds and letters; use information and communication technology; express their feelings through a range of musical instruments
- strengthen the mathematical programme to include simple addition and subtraction
- develop the assessment process to ensure observations identify children's next steps in learning and these are used to inform future plans.

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.