



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 100557

DfES Number: 513253

### INSPECTION DETAILS

Inspection Date	02/02/2005
Inspector Name	Malini Parmar

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Kingsgate Preschool
Setting Address	Kingsgate Community Centre, 107 Kingsgate Road London NW6 2JH

### REGISTERED PROVIDER DETAILS

Name	Kingsgate Community Association 03205579 1056070
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### ORGANISATION DETAILS

Name	Kingsgate Community Association
Address	107 Kingsgate Rd London NW6 2JH

## 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

The Kingsgate Pre-school is situated on the first floor of the Kingsgate Community Centre.

The setting is open Monday to Friday school term-times only; sessions are from 09.30 to 12.00. There are 12 children on roll at the moment.

There are three members of staff, each with appropriate experience and qualifications including PSLA Foundation course, NNEB and NVQ Level 3 in childcare and Education.

Access to the premises is through the community centre entrance up a staircase or by a lift. There is a waiting area with children's paintings and arts & craft work is displayed on the walls, also a parents' notice board informs parents about the facility.

The setting is a kitchen, painting area; two rooms divided into learning areas and for activities, a room for physical play, children's toilets, staff facilities and storeroom. There is access to another hall on the ground floor for physical play.

There is no access to an outdoor area, however, children are escorted to a nearby park and take part in regular outings further afield.

Public transport: the facility is easily accessible by bus and tube.

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

### How effective is the nursery education?

Kingsgate Pre- School provides a caring, welcoming environment for children. The educational provision is acceptable but has significant weaknesses in all six areas of learning.

The overall quality of teaching has significant weaknesses. Staff provide some worthwhile opportunities and work positively with children, encouraging them to be confident and promoting self-esteem through praise. Staff lack knowledge and understanding of the foundation stage and do not ensure children's progress. Staff provide useful support to children during individual conversations but are not always effectively deployed to direct and extend children's learning. When staff are busy with organisational tasks, children receive insufficient attention and they are not sufficiently engaged in purposeful play. Staff plan activities weekly, around a theme and resources are offered accordingly. Staff do not use observations to identify children's next steps in learning. Consequently, while children are occupied many opportunities lack sufficient challenge. Some activities are poorly organised and their purpose is unclear to children and temporary staff. Consequently, children frequently abandon activities prematurely and wander in search of other things to do. Systems to support children with special educational needs and those with English as an additional language are secure.

Leadership and Management have significant weaknesses. The manager is committed to improving practice. She is aware this has been affected by staff changes but has not yet taken effective action to address this. Staff access regular training. There is no effective system to monitor and evaluate the effectiveness of teaching and the programme.

Partnership with Parents is generally good. Staff welcome parents warmly and exchange information daily. There is written information about the setting but limited amounts about the curriculum. Parents are encouraged to participate in the programme and records are shared.

### What is being done well?

- Staff provide a caring and welcoming environment for children and offer some worthwhile opportunities. Children clearly enjoy the daily opportunities for sand, water and painting. They delight in searching for their names to self register.
- Staff compensate for the lack of an outdoor area by ensuring frequent visits to the nearby amenities. Children benefit from the short walk to the park and a large hall is used to facilitate the use of bikes, cars and scooters.

**What needs to be improved?**

- staff's knowledge and understanding of the Foundation Stage to plan and provide a suitable programme of activities
- the effective use of observations and assessment, in order to identify individual children's next steps in learning and use any information gained from observations to inform the planning of activities
- the organisation and deployment of staff to ensure sufficient preparation and effective deployment to enable children to consistently experience suitable challenges
- the leadership and management of the setting; to ensure effective systems in order to regularly monitor and evaluate the effectiveness of the setting and that of the educational programme.

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

Generally good progress has been made in implementing the action plan.

The manager and the deputy have now attended further training in the Code of Practice on the Identification and Assessment of Special Educational Needs and have gained a more secure knowledge of it. This information is now more readily available to parents through the parental handbook and policy.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are gaining confidence and beginning to develop co-operative relationships with their peers. They are developing their concentration and can thread a short string of beads but they are not consistently engaged in purposeful play. Lack of effective planning results in children receiving insufficient challenges and they frequently abandon play prematurely. The routine of the session does not retain children's interest and they become restless in the extended whole group times.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children speak confidently and are beginning to share ideas and talk about their experiences with adults and friends. They look at books with support, but infrequently select them. Children self-register as the sessions begin and end but they are not supported to link sounds and letters through planned practical activities. Opportunities for writing are limited and children are insufficiently encouraged to, for example, label their work, or write for many purposes through their play.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are encouraged to count up to 10 as they build tracks and towers and receive support to describe colour. They enjoy threading but opportunities to extend this learning for more able children are missed. Children clearly enjoy using sand and water but they are insufficiently supported to develop an awareness of weight and capacity. Many spontaneous and everyday opportunities to demonstrate the meaning of numbers and calculation are missed.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children use construction kits to make models and benefit from regular trips to the local amenities to find about features in the place they live. Children spend little time investigating everyday objects and technology to find out how things work, some of the programmable toys offered do not work. They are beginning to observe the weather and time but ineffective organisation results in some children not participating. Few activities are available to stimulate interest in the natural world.

**PHYSICAL DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children have opportunities to refine and strengthen their small and gross movements through the daily routine. They have opportunities to, for example, paint and thread small beads to strengthen small motor movements. They benefit from the use of the park to run, jump, climb and balance. However, these activities are not effectively planned and some opportunities lack sufficient challenge particularly for more able children. Children receive few chances to raise health and bodily awareness.

**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Children enjoy the daily opportunities to explore materials using their senses, they use these to communicate their thoughts and feelings for example when painting. Children enjoy musical instruments but are insufficiently supported to explore how sounds can be changed. They receive insufficient chances for songs and movement. Children enjoy the daily opportunities for imaginative play, acting out familiar situations, but receive insufficient support to build on their ideas and extend their play

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- increase staff's knowledge and understanding of the Foundation Stage and stepping-stones towards the early learning goals in all six curriculum areas to plan and provide a co ordinated programme of opportunities
- develop the assessment to ensure observations identify children's next steps in learning and these are used to inform future plans
- improve the organisation and deployment of staff to ensure sufficient preparation to enable children receive sufficient attention and consistently experience suitable challenges
- ensure effective systems in order to regularly 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.*