



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 118182

DfES Number: 532477

INSPECTION DETAILS

Inspection Date 22/02/2005
Inspector Name Christine Bonnett

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Grange Pre-School
Setting Address Grange School
Church Gardens,
Ealing
W5 4HH

REGISTERED PROVIDER DETAILS

Name The Committee of Grange Playgroup 1027343

ORGANISATION DETAILS

Name Grange Playgroup
Address Grange Primary School
Church Place
London
W5 4HN

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

Grange Pre-School is managed by a voluntary management committee made up of parents of children at the pre-school. It opened in 1993 and operates from two rooms and a hall within Grange Primary School, South Ealing, in the London Borough of Ealing. A maximum number of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09:15 to 11:45 during term time. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from 2 to under 5 years on roll. Of these, 7 receive funding for nursery education. Children come from the wider community. The pre-school supports children who speak English as an additional language.

The nursery employs seven staff. Two of the staff including the manager hold appropriate early years qualifications. One staff member is working towards a qualification.

The pre-school receives support from the Foundation Stage Consultant from the Early Years Development and Childcare Partnership (EYDCP). It is affiliated to the Pre-School Learning Alliance (PSLA) and has obtained the National Accreditation of the PSLA.

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 overall towards the early learning goals.

The quality of teaching is generally good. Although there are weaknesses in the programme for mathematics, children are making very good progress in their personal, social and emotional development. Some staff lack knowledge of the early learning goals which limits the effectiveness of their teaching, particularly in the area of mathematics. Staff have established good relationships with children and parents. They monitor and evaluate children's achievements which influences future planning. Children are interested in the activities offered and are engaged to a high level. Limited opportunities are provided for children to explore and create in two and three dimensions, and to understand that writing has a variety of purposes. Staff extend children's play experiences and vocabulary by asking appropriate questions and creating a stimulating and fun environment. Few chances are created for children to investigate the natural world and living things and also to develop an understanding of the importance of staying healthy.

Leadership and Management is generally good. The Manager works directly with the children and provides a good role model for both staff and children. She has a satisfactory knowledge of the Early Learning Goals and works with her team to develop planning and assessment methods. There is a strong commitment to improvement, training and the professional development of staff.

Partnership with parents is very good. Parents have the opportunity to discuss their child's progress on a regular basis and have access to policies and procedures. They have the opportunity to join the management committee and be involved in the decision making process of the group. Parents are kept informed about the planned themes and are encouraged to be involved in all events. Positive comments were received from parents about the care and education their children receive.

What is being done well?

- Children are confident, enthusiastic to learn and are developing good independence skills.
- Children form good relationships with their peers and staff and work co-operatively together.
- Parents are well informed about the pre-school and the progress their child is making.
- Many opportunities are available for children to engage in imaginative play, which is supported and enhanced by staff.
- Physical play is well promoted. Children have good opportunities to engage

in rigorous physical activities, both inside and out.

What needs to be improved?

- 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 programme for mathematics to ensure that children make progress towards the early learning goals
- the programme for knowledge and understanding of the world to enable children to investigate and explore the natural world and living things
- the development of children's bodily awareness and the importance of staying healthy
- opportunities for children to explore and create form and space in two and three dimensions.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, happy and participate in activities with enthusiasm. They choose and use resources independently, and confidently express their needs, likes and dislikes. They interact well with adults and each other, playing co-operatively in pairs and small groups. They have a good understanding of the boundaries for acceptable behaviour within the group and share and take turns well. Children are developing respect for different cultures, religions and the wider community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers. They have a wide vocabulary which is extended by adults. They listen attentively and with enjoyment to stories and group discussions. Staff extend children's imaginative thinking through role-play situations. Opportunities are made to link sounds with letters. Children are beginning to understand that print carries meaning, but not that it is used for a variety of purposes. Some children are able to recognise and write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in this area of learning. More able children can count and recognise numbers one to ten. However, insufficient attention is given to developing simple calculating skills. There are too few opportunities for problem solving and comparing size and shape through practical activities. Children are not regularly encouraged to develop their mathematical thinking through number rhymes and songs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have opportunities to develop their skills with technology and use the computer with confidence and increasing control. They show curiosity and interest in how things work, such as magnets. Children relate and discuss past events in their life. There are few opportunities to investigate and observe living things and the natural world. Awareness of customs and cultures of the world is gained through planned projects and activities.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have regular, spontaneous opportunities for vigorous physical play which also promotes good use of imagination. They show good spatial awareness as they move confidently with coordination and control. Few opportunities are available to enable children to understand the importance of staying healthy and bodily awareness. Children demonstrate good dexterity as they handle malleable materials and simple tools such as cutters, brushes, scissors and pencils.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Opportunities for imaginative play and role-play are well supported and extended by staff. The large hall is used for more challenging climbing apparatus. Musical instruments are routinely available. There are few opportunities for children to explore shape and form in two and three dimensions. Children are able to express themselves well through role play, stories, rhymes and action songs.

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 literacy programme to enable children to understand that writing is used for a variety of purposes and to encourage the development of reading skills
- implement a programme for mathematics that enables children to make progress towards the early learning goals
- develop the programme for knowledge and understanding of the world to enable children to investigate and explore the natural world and living things
- develop opportunities for children to understand bodily changes and the importance of staying healthy
- provide opportunities for children to explore and create form and space in two and three dimensions.

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.