



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 144047

DfES Number: 581461

INSPECTION DETAILS

Inspection Date	18/11/2004
Inspector Name	Pamela Bailey

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Chatsworth Baptist Church Pre-School
Setting Address	Chatsworth Way London SE27 9HN

REGISTERED PROVIDER DETAILS

Name	The Committee of Chatsworth Family Centre
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ORGANISATION DETAILS

Name	Chatsworth Family Centre
Address	Chatsworth Way London SE27 9HN

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

Chatsworth Baptist Church Pre-school opened in 1992. It operates from a room and community hall situated in the Chatsworth Baptist Church located in West Norwood. The Pre-school outdoor play area.

A maximum of 24 children may attend the pre-school at any one time. The pre-school opens each week day from 09:45 to 12:15 during school term time only.

There are currently 28 children aged from 2 to under 5 years on roll. Of these 18 children receive funding for nursery education. Children come from the local community. The pre-school currently supports a few children with English as an additional language.

The pre-school employs 4 members of staff and has 1 volunteer. All staff members including the playleader hold appropriate early years qualifications.

The setting receives support from the inclusion worker from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-school Learning Alliance.

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

How effective is the nursery education?

The provision for nursery education at Chatsworth Baptist Church Pre-school is generally good. It enables children to make very good progress towards the early learning goals in all areas of learning except for personal, social and emotional development and mathematical where progress is generally good.

The quality of teaching is generally good. Resources are of good quality and organised well to increase children's independence. Staff plan a variety of practical activities, both in and out of doors and understand what children learn from them. The staff regularly observe and assess children's learning. However they do not use the information to inform future planning and provide a secure basis for the next steps in children's learning.

The leadership and management of the pre-school is generally good. The manager has been particularly effective in developing a committed staff team who work well together. She acts on advice but has not yet put in place a rigorous system to monitor and evaluate the quality of teaching.

The partnership with parents is very good and contributes to the children's progress towards the early learning goals. There are good systems in place to enable staff and parents to exchange information on the children's progress and achievements. The parents feel very involved and they are given much information including regular newsletters and written reports on their children.

What is being done well?

- Children are confident and secure in the pre-school and considerate of others. Staff use good strategies to promote good behaviour and consideration for others. They give children clear consistent boundaries. Their calm and polite manner sets a good example for children.
- Children with English as an additional language are developing the spoken language well because staff are good at developing their language through pictures, gestures and routines.
- Children's physical skills are promoted very effectively through a stimulating range of indoor and outdoor activities. Children have an increasing awareness of health and changes to the body when they are active.
- Relationships between staff, children and their parents are very good. Parents are kept well informed of their child's progress. There is an extensive range of books which they can borrow to help their children learn at home. This helps the children to develop their confidence and support all aspects of their learning.

What needs to be improved?

- the use of routine tasks to further develop children's independence
- the use of practical activities and routine to challenge children's learning and understanding in calculation
- the evaluation of observations and assessment of children's learning in order to inform future planning for the next steps in children's learning
- the monitoring and evaluation of the quality of teaching

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The staff have introduced effective measures to improve planning, observation and assessment which were raised as key issues in the previous inspection report.

Under the leadership of the playleader, staff have improved their knowledge of the foundation stage. The documentation for written observations and assessment records reflect the six areas of learning and the foundation stage. Plans have been revised to give much clearer direction to teaching such as the evaluation of aim of activities, use of activity and equipment, however the evaluation is not always completed and the information that is recorded is not used to inform future planning and move children on their next steps in learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are keen and motivated to learn. They concentrate and become highly involved in activities. They play well together and learn to take turns and share. Children are well behaved and confidently express their own needs. Children are developing their personal independence through selecting activities and working independently however opportunities were missed at snack time such as pouring drinks, laying the table and helping to serve.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children speak clearly and confidently, holding lengthy conversations with adults and peers. Children have lots of opportunity to recognise and write their names and other simple words, letters are correctly formed. Children confidently practice their pre-writing skills when using notebooks, post cards and lists in the shopping area and post office. Children handle books appropriately, understand that print carries meaning and enjoy story time.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Many children can count beyond 20 and more able children recognise numerals up to 20. Their awareness of weight and capacity is exploited through resources such as sand, soil and water. Children make comparisons such as shapes, patterns and size, sort objects and record their findings. Some opportunities are missed for example extending their use of mathematical language and problem solving through simple addition and subtraction.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have very good opportunities to learn about the world they live in. Well planned activities and outings offer the children lots of experiences such as learning about people in the community, living things and different cultures. Children are able to build and construct using a variety of materials. Children learn about information technology. They are confident when using the computer, enjoy taking pictures in their dressing up clothes, using binoculars and magnifying glasses.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are set challenges such as tricycles around obstacles, they move competently and with confidence when travelling around. They show awareness of space and others when participating in music and movement. Children use tools for different tasks such as scissors, rolling pins, and knives with increasing control. They have opportunities to find out about staying healthy and are encouraged to think about and to understand what happens to their bodies for example when active they get hot.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities to explore colour, shape, space and textures. They are encouraged to use their senses when examining different types of fruits and objects. Children know and enjoy familiar songs and rhymes, they participate enthusiastically in music and movement. They tap simple rhymes, and use instruments to distinguish loud and soft sounds. They enjoy imaginative play for example shopping and at the post office.

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

- improve the use of routine tasks to further develop children's independence
- improve the use of practical activities and routine to challenge children's learning and understanding in calculation
- evaluate observations and assessment records in order to inform future planning and the next steps in children's learning
- introduce a rigorous system to monitor and evaluate the quality of teaching

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.