



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 144058

DfES Number: 581403

INSPECTION DETAILS

Inspection Date 24/05/2004
Inspector Name Mauvene Burke

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Max Roach One O'Clock Club
Setting Address Loughborough Community Centre Pre-School
Wiltshire Road
London
SW9 7YA

REGISTERED PROVIDER DETAILS

Name The Committee of Loughborough Community Centre 287995

ORGANISATION DETAILS

Name Loughborough Community Centre
Address Angell Road
London
SW9 7PD

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

Max Roach Pre-School opened in the 1980's. It operates from one room in a purpose built building in Brixton. The Pre-School serves the local area.

There are currently 18 children from two to four years on roll. This includes eleven funded three-year-olds and five funded four-year-olds. Children attend a variety of sessions. The setting currently supports a child with special needs and has two children attending where English is their second language.

The group opens five days a week all year round. Sessions are from 09:30 until 12:30.

Three full time staff work with the children. All staff members are working to an early years qualification to either NVQ level 2 or 3. The setting receives support from the Pre School Learning Alliance (PSLA) and from the Early Years Development Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The education offered at Max Roach Pre-School is unacceptable. Children's progress towards the early learning goals is poor. Poor quality teaching and leadership and management significantly impact on the learning experiences of the funded children. There are significant weaknesses in personal, social and emotional and physical development.

The quality of teaching is poor. Staff have a poor knowledge of the foundation stage. Planning is not effective; it lacks sufficient detail and is poorly executed in practice. Understanding of the Code of Practice for children with special educational needs is limited. Observations and assessments are not used to inform planning. The range of activities offers little stimulation or challenge to the more able funded children. As a result, children are being occupied rather than actively engaged in learning. Staff are deployed appropriately and work well as a team. There is good communication between the staff. Behaviour management is mostly consistent, with explanations and praise given. Children behave well.

Leadership and management is poor. Although there is an orderly atmosphere, there is no common purpose or understanding of what the children should learn or how they should be taught. There is a lack of evaluation and monitoring of staff skills and knowledge and how effective the setting is in helping children to develop.

Partnership with parents is generally good. Parents are informed about the settings policies and routines. Relationships between staff and parents are friendly. The curriculum is available to parents on the notice board but it is not clear as to how parents are informed about the Foundation Stage and the progress that their child is making towards the early learning goals. Few parents attend parent's evenings.

What is being done well?

- Staff are suitably deployed, they communicate well with each other and parents, and work well as a team.
- Behaviour management is mostly consistent; staff give children explanations as to why their behaviour is unacceptable. Children are praised often for their achievements and children respond positively to this and behave well.
- Children are confident when using large equipment such as bikes, and are able to climb and run confidently. They are aware of space and move around freely, negotiating boundaries.

What needs to be improved?

- staff knowledge and understanding of the Foundation Stage to ensure a broad, relevant and stimulating curriculum is offered.
- the monitoring and evaluation of the quality of teaching
- the attention given to increasing children's awareness of the different purposes of writing; awareness of print; and of the sounds of letters and words
- staff's knowledge of how to use everyday activities and routines to help children develop their understanding of number through practical problem solving
- the assessment and record system to provide a clearer link with the stepping stones and early learning goals.

What has improved since the last inspection?

Progress since last inspection is poor. Staff have attended training linked to the early learning goals, but they lack understanding of how to plan and teach a suitable programme to support children's learning. As a result children are not developing across all areas.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children show little curiosity in the resources and activities offered and often do not complete activities independently. Children are not encouraged to explore feelings and views or are given a chance to speak as an individual during circle time. Behaviour management is mostly good and children behave well. Children have limited opportunities to develop personal independence such as selecting their own resources, helping out during snack times and going to the toilet.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Poor

Language and questioning are not well used to extend children's language or thinking. Children's opportunities for reading are limited, children showed little interest in the book area, the limited range of accessible books were mainly for younger children. Equipment provided for independent writing is poorly maintained and non-functional. This limits opportunities for children to write spontaneously, use writing as a means to record or communicate and develop manipulation skills.

MATHEMATICAL DEVELOPMENT

Judgement: Poor

Children are not learning about a wide range of mathematical concepts. Children do not use mathematical language confidently. They are making poor progress in understanding and using number in everyday situations and spend little time calculating and using mathematical skills for problem solving. Four year olds who can confidently count to 10 are not being sufficiently challenged to extend their knowledge.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Poor

Children spend little time finding out how things work. Children do not have sufficient access to resources to support their learning of everyday technology. Children spend little time exploring their own and other cultures and beliefs. They have limited chance to learn about features of the environment and wider world. Children are not sufficiently encouraged to share their own experiences or feelings or to develop a sense of time and space.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children run, jump, climb and balance, moving confidently and safely. They use a range of equipment, such as scooters, bikes and balls appropriately. They show an awareness of space around them. Children do not spend time learning about how the body works and healthy living. There are few opportunities to develop fine motor control such as cutting and writing.

CREATIVE DEVELOPMENT

Judgement:	Poor
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Children have few opportunities to explore colour, shape, texture and form in two and three dimensions. There is little evidence of children's creative development, they rarely use their own imagination regarding colour and textures. Most activities are adult directed and there are poor facilities for free-art. Children showed little interest in the activities offered. Children enjoy role play but resources are somewhat limited.

Children's spiritual, moral, social, and cultural development is not fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is unacceptable. Children are making poor progress towards the early learning goals.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve the quality of teaching. Ensure staff have a secure knowledge of the Foundation Stage, developmental stepping stones and the early learning goals
- improve assessments and records to provide a clear link with the stepping stones and early learning goals
- introduce a rigorous system to monitor and evaluate the education programme offered, the strengths and weakness of the setting and staff development
- increase children's awareness of print, the sounds of letters and word, the different purposes of writing and routines to help children develop their understanding of number through practical problem solving

The provider must draw up an action plan within 20 working days showing how the key issues detailed above will be addressed. A copy of the action plan must be sent to the local education authority. The Department for Education and Skills will write to the provider asking for a copy of the action plan. The Secretary for Education and Skills will then decide whether to withdraw the provider's entitlement to receive funding for nursery education.