



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 119577

DfES Number: 584175

### INSPECTION DETAILS

Inspection Date	02/02/2005
Inspector Name	Christine Eglinton

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Island House Playgroup
Setting Address	Roserton Street London E14 3PG

### REGISTERED PROVIDER DETAILS

Name	The Committee of Island House Pre-School Playgroup 1042203
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### ORGANISATION DETAILS

Name	Island House Pre-School Playgroup
Address	Island House, Roserton Street London E14 3PG

## 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

Island House playgroup has been in operation for approximately 30 years. It operates from a community centre off Manchester Road on the Isle of dogs in the London Borough of Tower Hamlets. Access to the premises is via the community centre on the ground floor which has an intercom and access to the playgroup group on the first floor is via stairs which have a locking stair gate to separate the group from the rest of the building. The group have access to a storeroom, office, kitchen and children's toilets on the first floor. The playgroup operates from a hall and has sole use whilst in operation. It provides morning sessions Monday to Friday from 9:30 to 12:00 and afternoon sessions from 12:30 to 15:00 during term time for children from the local community.

There is an enclosed outdoor play area on the ground floor of the premises which is used daily in good weather. The playgroup is registered for 20 children. Currently there are 16 children on roll aged between 2 - 5 years.

There are a number of children attending who are learning English as an additional language who receive support from Tower Hamlets Curriculum Advisors. There are three core staff working with the children. Staff have Early Years qualification.

The playgroup receives support from the Pre School Learning Alliance and the Early Years Development Childcare Partnership.

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

### How effective is the nursery education?

Island House Playgroup provides a bright and very friendly and welcoming environment for children and their parents, but children's progress towards the early learning goals is limited by some significant weaknesses in the provision.

Children are making generally good progress in their personal, social and emotional development, and physical development, but the range of activities and teaching strategies, is too narrow to promote children's progress towards the early learning goals, in the remaining four areas of learning.

Staff have formed positive relationships with the children, and they work with the children in small groups during planned activities, but they are not using effective teaching methods, to challenge and help children to progress along the stepping stones.

Written plans and learning intentions are not linked to the stepping stones, and daily session plans are not being evaluated effectively, to demonstrate that learning objectives are being achieved. There is limited evidence to show how staff are using children's assessments to plan for individual learning, and use observations to help move children on to the next steps of their learning.

Leadership and management has some significant weaknesses. Staff have shown a good commitment towards attending further training to progress their personal development. The manager is making some positive attempts to improve certain areas of the provision, but there are no systems in place to monitor and evaluate the quality of teaching.

Partnership with parents has some significant weaknesses. Relationships between the parents are very friendly, and they are encouraged to be involved in the committee. However, there are limited opportunities of keeping parents informed of their child's progress throughout the year. Further opportunities are needed to involve parents in their child's learning at home.

### What is being done well?

- Children arrive at the setting very confident and are enthusiastic to take part in the provided activities due to staff using continual praise and encouragement. Staff acknowledge children's achievements, and use praise to foster children's self-esteem, and encourage their self-confidence.
- Children have developed close relationships with each other, and play well together due to staff using good strategies, to help children learn to take turns, and share equipment and resources.
- Staff have created a very friendly and welcoming environment for parents

and children, and enable parents to have a say in how they want the group to operate, by encouraging them to take an active role in the play groups committee.

- Staff use a sensitive approach to settle new children into the setting, and meet their emotional needs very well.

#### **What needs to be improved?**

- planning, assessment methods, and staff's knowledge and understanding of the early learning goals
- systems to monitor the quality of teaching
- the provision of opportunities for children to attempt writing in meaningful ways for a variety of purposes, and become aware of shapes within the environment
- systems for sharing children's progress with parents and involving them in their child's learning.

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

The group have made limited progress since the last inspection.

At the last inspection the key issues for action centred on using a consistent method of assessment allowing staff to challenge and expect the most from children particularly in the area of literacy. They also needed to encourage children to use books, encourage children to use the correct lettering, and develop more positive behaviour management strategies.

They still need to develop an effective method for assessment, which will then be used to offer sufficient challenge, and help children to achieve their full potential. They still need to ensure children are being encouraged to use a variety of books, but are using correct lower case lettering. They manager was not aware of why the key issue of using more positive methods was set however, the group need to ensure methods enable children to be made aware of the consequence of their actions.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are starting to develop good friendships with each other, and are able to suggest what book they would like to be read during story time. They are developing good self-care skills and are able to put on their own protective arm covers during water play. They are learning to take turns when they play with the sand, and are very excited to show adults their foot prints in the sand, but they are not able to choose their own resources to develop autonomy over their learning.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Adults enable children to talk about what the play dough feels like and introduce new vocabulary when they talk to them about the sea horses when playing in the sand. Children talk to adults freely about where they are going on holiday during snack time, and are able to remember the sequence of their favourite 'spot' story. They are beginning to recognise their names, and are developing good hand control when they use pencil sharpeners, but are not encouraged to use a variety of books.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children enjoy using numbers when they count how many cups of water are needed to fill up a bucket, and can recognise how many stars there are on the back of their spade. Adults help them understand the concept of heavy and light when they compare filled and empty tubes in the sand, and they are able to recognise big and small heart shapes during the sticking activity. They are not encouraged to lay the table, or calculate how many chairs are needed to help them solve practical problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children have enjoyed growing cress to learn about living things and visited the local park, and walked to the river, to help them learn about where they live. They use the phones and shop till when they play in the role play area, to help them develop an interest in information and communication technology. They are learning about the Chinese new year, to help them gain an awareness of different cultures. More opportunities are needed to help them examine patterns and change.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are very confident in using the outside slide and can walk across the rope bridge very competently. Adults provide children with a range of resources to help them move with control and co-ordination. They are learning to cut out paper with scissors, and can use the cutters and rolling pins very confidently when playing with the play dough. They can pull off the top of the glue stick, and fold paper in half to help them handle a range of different objects.

**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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Adults provide children with a range of different materials including natural materials such as sand, shells and leaves. They enjoy using their imagination and pretending to be different characters when wearing police and builders hats, and using crayons to represent money when playing in the role play area. They are able to remember a wide range of different songs and rhymes, but need more opportunities to develop their own creativity through art, drama, and dance.

**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

- develop staff's knowledge and understanding of the early learning goals, ensure planning has clear learning intentions which are linked to the stepping stones, and develop effective assessment methods which assist children's individual learning, and informs future practice
- introduce a rigorous system that effectively supports staff and monitors and evaluates the quality of teaching
- increase opportunities for children to attempt writing for real reasons, for a variety of purposes through practical activities, and provide more opportunities for children to begin to recognise similarities in shapes in the environment
- develop effective systems to keep parents informed of their child's ongoing progress, and enable them to become involved in their child's learning at home.

*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.*