



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 152931

DfES Number: 532483

INSPECTION DETAILS

Inspection Date 08/03/2005
Inspector Name Daphne Prescott

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Waterside Pre-School
Setting Address 17 Trubshaw Road
Southall
Middlesex
UB2 4XW

REGISTERED PROVIDER DETAILS

Name Ealing Pre-School Learning Alliance

ORGANISATION DETAILS

Name Ealing Pre-School Learning Alliance
Address 46 Lower Boston Road
London
W7 2NP

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

Waterside Pre-School is one of six pre-schools run by Ealing Pre-School Learning Alliance (PSLA). It opened in 2001 and operates from one room in a community centre in Southall in the London Borough of Ealing. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 08:30 to 16:00, 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 17 children receive funding for nursery education. Children come from the local and wider community. The pre-school currently supports children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs seven staff. Four of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

The nursery receives support from an Foundation Stage Consultant from the Early Years Development and Childcare Partnership (EYDCP). The Early Years Foundation Stage is the teaching method used for teaching children aged three to four years old.

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

How effective is the nursery education?

Waterside Pre-School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have an understanding of the stepping stones and progressing children towards the early learning goals. However, there are a few gaps in this knowledge, which results in some improvement needed in the six areas of learning. There are also some missed opportunities from staff to effectively question and extend children's learning. Staff are positive role models as a result behaviour is good and children form warm and caring relationships with adults and peers. Children are very well behaved, enthusiastic and motivated learners who are able to persist at a wide range of activities and experiences.

Leadership and management is generally good. The Manager works directly with the children and provides a very good role model to staff. She has good knowledge of the early learning goals and has worked with the team to develop planning and assessment methods. Staff demonstrate a strong commitment to improving quality and regularly review their work, access relevant training and look for ways to improve the quality of their provision of nursery education.

Partnership with parents is very good. A range of information is available about the setting, the foundation stage curriculum, policies and procedures. Parents are warmly welcomed and on going communication with key workers keeps them informed of their children's progress. Parents interviewed at the inspection visit spoke highly about the group, the friendly staff and the positive learning environment and experiences the children gain.

What is being done well?

- Children's behaviour is very good, staff provide good role models, they promote positive behaviour by reinforcement, praise and encouraging the children.
- Provision for imaginary and role play is good. Children make good use of the range of props to follow storylines with their peers for example they role play making and travelling on a train with large foam shapes. Staff encourage children to use their imagination and skilfully support this play, extending children's ideas without over directing them.
- Parents receive good information about the pre-school and the education programme and have opportunities to get involved with their children's learning. Feedback on their child's developmental progress is given regularly.

What needs to be improved?

- the opportunities for children to develop linking sounds to letters and to write for a variety of different purposes. The organisation of larger group times to meet the educational needs of all children
- staff's questioning techniques to develop opportunities to extend children's mathematical thinking through daily routines and activities, for example developing children's knowledge of simple calculation and problem solving
- the provision for children to investigate and observe living things
- the planning and development of children's physical activities to promote gross motor skills, such as climbing and balancing
- the planning and extending of children's exploration of creative activities and resources, to enable children to select materials independently, explore spontaneously, be creative and autonomous in their learning

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's ability to concentrate is good and they are interested and motivated to learn. However, larger group times sometimes become disruptive, and this affects children's learning. They are forming good relationships with adults and with their peers. They behave well and co-operate taking turns during activities. They have good opportunities to develop personal independence, make decisions and select resources. They are developing a good awareness of their own and the wider community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers, they use a wide vocabulary. Children recognise their own names on cards and those of other children in the group. Some children are able to write their name however, they would benefit from more opportunities to practice writing for a variety of purposes. Children select and read a range of books independently; they are beginning to understand that print carries meaning. There are limited opportunities for children to explore phonetics linking sounds to letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to see numbers as labels in their environment, are confident with numbers and are able to count independently. There are limited opportunities for children to use mathematical skills for simple addition and subtraction through activities. They are learning about shapes, colours and patterns. There are few opportunities for children to develop mathematical findings of concepts of more than and less than and to experience measuring volume and capacity through activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to build and construct with a wide range of objects. They are able to use small tools competently. Children have opportunities to develop their skills with technology and use the computer with confidence and increasing control. There are too few opportunities for them to explore features of living things. Through themed activities, they are developing a good awareness and understanding of their own and other cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move safely and confidently around their play space, skilfully negotiating obstacles. They are developing fine motor skills by handling small tools with increasing control. There are less opportunities for children to develop their gross motor skills, for example climbing and balancing. They are beginning to develop an awareness of the importance of keeping fit and healthy.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children experience a variety of materials, such as sand, water and play dough. Children learn about a range of creative techniques and explore colour, texture, shape through structured adult led activities. However, there are limited opportunities to be spontaneously creative and use their own initiated ideas. Children have very good opportunities to develop their imagination, through role play.

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

- provide opportunities for children to develop linking sounds to letters and to write for a variety of different purposes. Ensure the organisation of circle times meet the educational needs of all children
- develop staff's questioning techniques to provide opportunities to extend children's mathematical thinking through daily routines and activities
- increase opportunities for children to investigate and observe living things
- strengthen the programme for physical development by providing children with opportunities to develop their gross motor skills
- plan and extend children's exploration of creative activities and resources, to enable children to select materials independently, explore spontaneously, be creative and autonomous in their learning.

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.