



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 118172

DfES Number: 550932

INSPECTION DETAILS

Inspection Date	15/03/2005
Inspector Name	Zelda Fay Parker

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Barnabas Playgroup
Setting Address	St. Barnabas Millennium Hall Pitshanger Lane Ealing London W5 1QG

REGISTERED PROVIDER DETAILS

Name	The Committee of St Barnabas Pre-School Playgroup 1057198
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ORGANISATION DETAILS

Name	St Barnabas Pre-School Playgroup
Address	Pitshanger Lane Ealing London W5 1RH

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

St Barnabas Pre-School is managed by a voluntary management committee, made up of parents of children at the pre-school.

It opened in 1967, and operates from a large hall within St. Barnabas Church, Ealing, 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 9:30 to 12.00, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 42 children aged 2 to under 5 years on roll. Of these 32 children receive funding for nursery education. Children come from a wide catchment area. The pre-school currently supports a child with special educational needs, and also a number of children who speak English as an additional language.

The pre-school employs eight staff. Four of the staff, including the managers, hold appropriate early years qualifications. Two staff are working towards a qualification.

The pre-school is affiliated to the Pre-School Learning Alliance [PSLA] and have obtained the PSLA National Accreditation. The pre-school receives support from the Foundation Stage Consultant from the Early Years Development and Childcare Partnership [EYDCP].

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

How effective is the nursery education?

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

The quality of teaching is generally good; staff work well as a team and have established close relationships with the children. Staff plan a range of activities for the children, evaluation of each activity and the effectiveness of the planning is carried out. Children are interested in the activities offered and engage to a high level. The staff provide a good programme of practical activities to support every child's learning. Staff make good use of the resources available.

Children are able to choose from a well planned range of activities, they enjoy a wide variety of experiences. Opportunities to encourage the children to make full use of the resources, to select their own materials and be more independent are not fully exploited. Staff manage the children's behaviour in a positive manner. Staff are positive role models, as a result behaviour is good and children form warm and caring relationships with adults and peers.

Leadership and management is generally good. There are clear informal communication systems in place. Established roles and responsibilities mean that staff work well as a team and create a positive environment for the children. There is a strong commitment to continual development in the care and education of the children. They actively seek support and guidance from the Early Years Development and Childcare Partnership (EYDCP).

Partnership with parents is very good. A range of information is available about the setting, routine, the foundation stage curriculum, policies and procedures. Parents are warmly welcomed and ongoing communication with key workers keeps them informed of their children's progress.

What is being done well?

- Children are developing a wide range of skills as they become familiar with the pre-school routine and build relationships with staff and peers.
- Children's behaviour is very good, staff provide good role models, they promote positive behaviour by reinforcement, praise and encouraging the children.
- Staff are interested in the children, they show respect for them and engage in conversations that promote children's thinking processes.
- Partnership with parents is good. They are kept well informed about the progress their child is making. Staff have formed good working relationships with parents and keep them well informed of events happening in the pre-school.

What needs to be improved?
<ul style="list-style-type: none">● the provision of resources to enhance children's learning in technology● the opportunities for children to practice their emerging writing skills● the opportunities for children to select their own materials and be more independent● the opportunities to learn about the changes that happen to their bodies when they are active.

What has improved since the last inspection?
Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and relate well to staff and their friends. They are taught to share and take turns and have an understanding of right and wrong. Children know the routine of the playgroup and help to tidy up when asked. Children are happy and respond well to the positive behaviour management strategies in place. Whilst they are gaining independence children are not supported to develop self-help skills in particular at snack times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak clearly and confidently as they engage both adults and their friends in conversation. They enjoy looking at books independently and listening to staff read stories. Children are beginning to understand that letters have sounds and some are starting to write recognisable letters of their names. Although some children are able to write their own name there are some missed opportunities to encourage children to extend their emerging writing skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Regular opportunities to explore mathematical concepts are introduced and reinforced through everyday activities and the daily routine. Their counting skills are developing well and they can count up to ten and beyond. Number songs are effectively used to support their understanding of numbers. They are learning about shape and space as they fit puzzles together and use equipment in the water and sand play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Through planned projects such as growing, children have good opportunities to learn about living things and observe changes. Opportunities for children to become familiar with information technology and how and why things work is not appropriately planned for. There are regular chances for children to develop design skills as they work with tools such as pastry cutters and glue spreaders. Awareness of customs and cultures is gained through planned projects and activities.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have good dexterity and hand and eye co-ordination. They manipulate materials well and use a small range of tools to roll, cut and shape play dough. Children demonstrate good spatial awareness as they move confidently in the garden and during action songs. They have opportunities to steer, pedal and balance when using the outside toys. However, they have limited opportunities to learn about the changes that happen to their bodies when they are active.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Planned art activities allow children to explore colour, shape, form, texture and space. Children have very little independent access to materials to be spontaneously creative. There is good provision for children to experience role and imaginative play. Children express themselves in various ways; painting, drawing and singing. There are regular activities to explore music, movement and play instruments.</p>	
<p>Children's spiritual, moral, social, and cultural development is fostered appropriately.</p>	

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

- enable children to have more opportunity to extend their learning and understanding about information technology; develop their emerging writing skills and to learn about the changes that happen to their bodies when they are active
- provide more support and encouragement for children to be more independent in their play and increase self help skills

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.