



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 118163

DfES Number: 516614

INSPECTION DETAILS

Inspection Date	20/01/2005
Inspector Name	Shan Gwendoline Jones

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Northfields Community Centre
Setting Address	71a Northcroft Road London W13 9SS

REGISTERED PROVIDER DETAILS

Name	The Committee of Northfields Pre School 1018405
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ORGANISATION DETAILS

Name	Northfields Pre School
Address	Northcroft Road London W13 9SS

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

Northfields Pre-School was registered in 1993 and is managed by a voluntary management committee, made up of parents of children at the pre-school.

It operates from a community hall located in the Northfields area of Ealing. The pre-school has access to a one large hall. They also have access to a smaller hall, this is used for refreshment time and planned smaller group activities.

There is a secured outside area for children's physical play.

The pre-school serves the local community. There are 47 children from 2 to under 5 years on roll. Of these eighteen children receive funding for nursery education. The nursery supports children with special educational needs and children with English as an additional language.

The group opens Monday to Friday term time only, from 09:30 until 12:00.

There are four staff working with the children, three hold early years qualifications including; the Diploma in Pre-School Practice (PPA), National Vocational Qualification (NVQ) level 2 in Child Care and National Nursery Nurse Examination Board (NNEB).

The setting is affiliated to the Pre-School Learning Alliance, they have obtained the National Accreditation for the Pre School Learning Alliance. They receive support from a 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?

Northfields Pre-School offers high quality nursery education where children are making very good progress towards the Early Learning Goals.

Teaching is very good. Staff have a good understanding of assessing children's development and plan an exciting broad curriculum to encourage children to develop as independent learners.

They have created a very warm and interesting environment in the nursery. The children are very friendly and lively, but also very articulate and confident when leaving their parents and carers. Staff interact well with the children and use effective questioning to encourage them to think for themselves and build on what they already know. Assessment records are used well to plan for the next stage of children's learning. Staff show positive management of children's behaviour.

Much of the success of the setting is due to clear leadership. Strong leadership, guidance and direction enables staff to know their roles and responsibilities and to work effectively as a team. The manager and staff have suitable levels of expectations for individual children's learning, and they learn at their own pace. There is a strong commitment to improvement, training and the professional development of staff. There are good systems in place for evaluating teaching.

The partnership with parents and carers is very good. They are provided with very good quality information about the setting and its provision. Parents regularly help out at group sessions and there are effective procedures in place that enable staff and parents to share what they know about the children's progress and plan their next steps for learning. Parents interviewed at the inspection visit spoke highly about the group, the strong leadership, friendly staff and the good progress their children make.

What is being done well?

- The quality of teaching is good; it is supported by effective planning and good understanding of the stepping-stones and early learning goals. This enables children to make good progress in all areas of the curriculum.
- Children display a very high level of involvement in activities. They have excellent opportunities to extend and to consolidate their learning during good quality practical activities in all six areas of learning.
- Staff and children have good relationships. Staff act as positive role models and treat children with respect - this is reflected in good behaviour and motivation to learn.
- Leadership and management are strong and help support very good teamwork.

- Parents are well-informed about the early years curriculum and their children's individual progress. The monitoring system enables staff to identify and provide suitable support and challenges, to help children to successfully achieve their individual learning intentions.

What needs to be improved?

- the further development of planning and assessment methods and regularly review the nursery's development plans to ensure improvements are on going.

What has improved since the last inspection?

Overall good progress has been made in tackling the two key issues identified in the previous inspection report. There are regular opportunities for the children to experiment with writing as part of everyday activities. The drawing table is set up daily and materials for mark making are available in the imaginative and creative play areas.

The setting was required to develop staffs knowledge and understanding of the 1994 DfEE code of practice on the identification and assessment of special educational needs (SEN), and make this information available to parents. There are now two named members of staff responsible for SEN children and they have attended SENCO training. The pre-school has worked closely with outside professionals and parents to support children who have individual needs. The pre-school policy has been updated in line with the code of practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are making very good progress in this area. They are very independent, for example, when selecting resources, putting on clothing and pouring their own drinks. They have very good opportunities to explore different cultures and beliefs as they celebrate various festivals and themes. Children are very well-behaved, they are able to work effectively on their own and in small groups. They have an enthusiastic approach to learning and are highly involved in activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are confident speakers; they use a wide vocabulary, which is extended by staff. They interact well with each other and adults. They listen attentively and with enjoyment to the excellent story telling sessions with the book sacks. They extend their imaginative and thinking through well-planned role-play. They have opportunities to link sounds with letters. They are beginning to understand print carries meaning. Children attempt to write for a variety of purposes.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children use and recognise numbers confidently during their play. They are beginning to understand simple addition and subtraction through many practical activities. Children use mathematical language confidently such as big, small and they use their knowledge competently to select a range of shapes to construct models. There are many good opportunities to solve mathematical problems such as measuring, sorting and estimating.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children have very good opportunities to be involved in exploratory and investigative play using a wide range of materials. They question why things happen and how things work, for example when provided with magnets they question how magnets hold various metal keys. They explore and find out about their environment and record observations in drawings. They competently build and construct using a wide range of materials. They use the computer and other programmable toys with increasing control.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate good spatial awareness as they move confidently and imaginatively using varied large and small equipment. Children are well coordinated and exercise control and dexterity as they safely handle tools, thread beads, paint and use pencils. Children have regular opportunities for outdoor physical play. Through the planned themes children develop an understanding of how the body works and the importance of staying healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are encouraged to develop their own creative ideas through a wide range of activities. Staff offer a varied range of art materials for children to use to explore colour, texture and shape for example, the children made patterns in the ice. They enjoy good role-play opportunities where they learn to make sense of their world. Children respond and are able to sing a range of songs from memory. Children use their senses to describe what they can, smell, see, hear, taste and feel.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report. However, consideration should be given to the following:
- continue to further develop planning and assessment methods and regularly review the nursery's development plans to ensure improvements are on going.

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.