



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 144053

DfES Number: 530089

### INSPECTION DETAILS

Inspection Date	18/01/2005
Inspector Name	Patricia Chapman

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Dunelm Grove Pre-School
Setting Address	23 Dunelm Grove West Norwood London SE27 9JP

### REGISTERED PROVIDER DETAILS

Name	The Committee of Dunelm Grove Pre-School 1030730
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### ORGANISATION DETAILS

Name	Dunelm Grove Pre-School
Address	23 Dunelm Grove London SE27 9JP

## 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

Dunelm Grove Pre-School Playgroup has been registered since 1993. It operates from purpose built premises comprising of a large playroom with small adjacent areas at each end of the play room. All facilities are situated on the ground floor. The children have use of a secure garden area adjacent to the indoor play area. It is situated close to West Norwood Station in the London Borough of Lambeth

There are currently 35 children on role who attend both part time and full time, of these 25 receive funded education grant. At present 2 children attend with special needs. The pre-school caters for children in the local vicinity and is open from 09:30 to 15:30 term time only.

Four staff work with the children. Three staff hold childcare qualifications and 1 member of staff is currently working towards NVQ2. The nursery receives support 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?**

The children are making satisfactory progress towards the early learning goals.

The quality of teaching is generally good. Adult led activities, themes and projects undertaken with the children are well planned to provide a range of interesting activities to extend the children's knowledge. A record is kept of children's achievements across the six areas of learning, although the next stage of children's learning is not systematically established and recorded. This sometimes leads to missed opportunities to extend the children's learning. Staff deployment and the organisation of resources does not yet fully support the children to be independent in their learning and use resources in an imaginative and creative way. The outdoor area is used well to promote the children's physical development and other areas of learning

The partnership with parents is generally good. Parents are well informed of the nursery's policies and procedures and have access to files which outline what their children have learnt. However the lack of clearly written information of the next stage of children's individual learning limits their ability to work in partnership with staff to support the children's learning. Parents report that they are happy with the care and education their children receive

The leadership and management of the nursery is generally good. A comprehensive range of policies and procedures are in place which are implemented by all members of staff. Staff meetings are held to plan themes, projects and daily activities. The manager is committed to improving practice and is currently developing a system to identify the next stage of children's learning so she can monitor their progress more systematically and identify the strengths and weaknesses of teaching. A training programme is in place to develop staff's practice.

### **What is being done well?**

- adult led activities centred around themes and project are well planned a provide opportunities for children to develop their knowledge and understanding
- the outdoor area is used well to promote the children's physical skills and other areas of learning
- the staff manage the children's behaviour well and encourage them to interact with each other in a positive and co-operative way
- the strong commitment of the manager to improve practice which is identified in the long term planning

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● the identification of the next stage in children's learning</li><li>● staff support to extend children's learning in practical and group activities</li><li>● the organisation of resources to support children's independent learning and enable them to consolidate newly learnt skills on a daily basis</li></ul>



<b>What has improved since the last inspection?</b>
<p>Generally good progress has been made since the last inspection.</p> <p>records are now compiled outlining what the children have learnt across the six areas of learning</p> <p>older children are given opportunities to learn the sounds of letters of the alphabet to begin to build simple words</p> <p>children have frequent opportunities to count, however they still have limited opportunities to solve practical mathematical problems during every day activities and daily routines</p>

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children interact confidently with each other and are able to take turns and share equipment. They respond with enthusiasm to a variety of experiences. They are increasingly aware of their own and others needs and they behave well. Children show independence when dressing for outside activities. However, the inconsistent organisation of resources limits the children's independent learning and the ability to consolidate their newly learnt skills on a daily basis.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children show increasing confidence when communicating verbally and frequently express their own thoughts and feelings. They have access to a range of reference and story books, but staff deployment does not always ensure staff are on hand to support children's appreciation of stories and finding information from reference books. Older children use well formed letters to write their names and understand the purpose of writing, they are encouraged to link sounds to letters.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Older children are able to recognise numerals and are able to count reliable up to ten and beyond. They are encouraged to talk about size and shape and have good opportunities to use positional language when playing on the climbing frame. They frequently talk about size and shape when playing with dough. Older children are seldom encouraged to add and subtract and there are missed opportunities to develop children's maths skills while engaging in role play activities such as the home corner.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have good opportunities to learn about different cultures and have undertaken activities centred around Eid and Divali. They undertake regular cooking activities and appreciate how materials change when mixed together. Children are well supported to use the computer and can work through programmes with good control of the mouse. Children have limited opportunities to learn about features in the place they live and limited opportunities to design and construct using a range of materials.

**PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children have regular opportunities to move their bodies in an imaginative and controlled way and to extend their ability by climbing, crawling and manoeuvring equipment, particularly around the garden area. Children use a range of small tools successfully such as pencils, scissors, rolling pins and jugs for pouring. Children learn about changes to their bodies when active but have limited opportunities to learn about a healthy diet to stay healthy.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have good opportunities to develop their own creative ideas in the outdoor area. They are able to explore materials to develop their understanding of shape, texture and space. They have regular opportunities to dance, sing songs and listen to music. They respond to what they see, taste, touch and feel while engaging in activities such as cooking. The limited resources and adult support limits the development of the children's learning while engaging in role play in the home corner.

**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**

- develop the record keeping system to ensure that the next steps in children's individual learning are identified across the six areas of learning
- introduce a rigorous system to monitor and evaluate the quality of teaching
- ensure that the deployment of staff and organisation of resources are organised to support the children's independent learning and support them to consolidate their newly learnt skills on a daily basis

*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.*