



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY102894

DfES Number: 550988

INSPECTION DETAILS

Inspection Date 22/02/2005
Inspector Name Jennifer Liverpool

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Wellingtons Pre-School
Setting Address 135 Wellington Road
London
EN1 2RS

REGISTERED PROVIDER DETAILS

Name Little Wellingtons

ORGANISATION DETAILS

Name Little Wellingtons
Address 12 Rowantree Close
London
N21 3EE

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

Little Wellingtons Pre- School opened in 2001. It operates from a church hall with a small adjoining room, and a play hut at the rear of the garden for the afternoon sessions. The pre-school is located in a mainly residential area in the London Borough of Enfield. A maximum of 26 children may attend in the morning, and 13 in the afternoon at any one time. The pre-school is open each weekday from 09:15 to 11:45 and 12:15 to 14:45 on Mondays and Thursdays. All children have access to a secure outdoor play area.

There are currently 40 children from 2 to under 5 years on roll. Of these 21 receive funding for nursery education. Children come from local and wider catchment areas.

The pre-school employs four to five staff. All staff including the manager hold appropriate early years qualifications, and one staff member has teacher qualified status.

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

How effective is the nursery education?

Little Wellingtons pre-school provides good quality nursery education for children. They provide a welcoming and friendly environment, which helps children to make generally good progress along the stepping stones towards the early learning goals. The programme for physical development is a strong feature within the pre-school and children are making very good progress in that area of learning.

The quality of teaching is generally good. Children happily attend the pre-school, engage well in supervised activities, and when playing independently. They generally behave well throughout most of the session. Staff provide children with healthy snacks but do not always encourage children's independence at these times. Children's spoken language and writing skills are developing well. Children are learning to use numbers and mathematical ideas in everyday situations. Topics are purposely chosen to help children understand about the natural world and their environment. Curriculum plans encompasses the six areas of learning and is revisited and developed, though do not always sufficiently challenge more able children.

Leadership and management of the pre-school is generally good. Staff are genuinely committed to improving the quality of care and learning for children through their regular attendance on courses, and at local meetings to keep them up to date with changes. The pre-school has an informal approach to monitoring the provision and has identified some areas for development. Staff work as a team though the deployment of staff are not always effective throughout the session.

There is a generally good partnership, to promoting children's learning between parents and carers and staff through jointly working together to settle children, shared communication and parents and carers contribution to topics. Parents and carers receive annual progress reports and regular newsletters, however the information board is not well presented and lacks details.

What is being done well?

- Staff treat children with respect. They value and praise children's effort and work and as a result children are developing positive self esteem and confidence.
- Children happily attend the pre-school and they are purposefully occupied throughout the session whether supervised or playing independently.
- Staff's good questioning techniques develop and extend children's vocabulary, help them to think about how and why things work, and express their own ideas.
- Children are gaining and extending their fine physical and large muscle skills through handling a range of equipment and daily opportunities for vigorous

play and wheeled toys.

What needs to be improved?

- the written assessments and plans to ensure children are monitored across a broad and balanced curriculum, and planning of opportunities to challenge the learning needs of more able children.
- children's accessibility to resources, their independence at snack times, and ways to minimise waiting times in order that the snack time periods are less disruptive .
- the opportunities for children to use information and technology, and explore sound in order to further enhance their investigative skills

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children happily attend the pre-school, they have good friendships and are learning about other cultures. Staff's praise and encouragement build on children's self esteem and confidence. Children are able to work independently, and all children including the younger children concentrate for periods of time in their self chosen activities. Children are generally behave well, though they are not always supported to adapt to change of routines, or develop independence skills at snack times.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak very well, and staff good questioning techniques help extend children's vocabulary, and enable them to think and express their own ideas. There are good opportunities for children to practice writing on a daily basis. Younger children are learning to recognise their names. More able children can recognise the shape of alphabet letters though less emphasis is given to letter sounds. Children mostly listen attentively to stories and they enjoy looking at books.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn how to use numbers in every day situations and they understand size and the concept of making comparisons and sorting through practical activities. Staff encourage children to predict what happens next when reading stories that are familiar to them and more able children respond appropriately. Plans show that children are given opportunities to recognise shapes, measurements and recreate patterns. There are less opportunities for more able children to practice solving problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore a wide range of natural and made objects through first hand experiences. They are able to look closely at the different materials for construction building, are learning to use the language to describe the changes to flour when water is added. Children record from their observation in pictorial format. Good opportunities are provided for children to make models, and learn about environmental features. Children have insufficient use of information technology equipment.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy riding tricycles and they show an awareness of space as they skilfully manoeuvre around each other and objects. The good size indoor space and outdoors is used for vigorous exercises. Younger children show increasing confidence as they handle a range of small equipment daily, and are able to use scissors safely to cut out paper. Topics and themes are used to teach children about healthy eating and the changes to their bodies during hot and cold weather.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use their imagination well in small world equipment and role-play, and the many changes from 'post office' to 'shop' help develop their communication and language skills. Children explore colour, texture, shape and form in daily arts and crafts activities. Children are able to touch, see and smell play-dough and corn flour, and plans show children had experienced the taste of sweet and plain 'porridge oats'. Musical instruments are not regularly made available to children.

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

- continue to development written assessments and plans to
- a) ensure that assessments fully cover all of the six areas of learning for the purpose of monitoring children's progress across a broad and balanced curriculum;
- b) include regular planned opportunities to sufficiently challenge more able children in their learning.
- further improve the programme for personal, social and emotional development in ways that resources and equipment are stored and presented to encourage children's use and allow them to choose and access their own materials. Increase children's independence at snack times, and develop strategies to avoid waiting times during this period.
- provide regular opportunities for the use of information technology, exploration of sound and ensure children use these.

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.