



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY151970

DfES Number: 550930

INSPECTION DETAILS

Inspection Date 25/01/2005
Inspector Name Zelda Fay Parker

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care
Setting Name Tulip Pre-School
Setting Address St. Barnabas Millennium Hall, Pitshanger Lane
Ealing
London
W5 1QG

REGISTERED PROVIDER DETAILS

Name Mrs Hisako Onuki

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

Tulip Pre-School is privately owned.

It opened in 2002 and operates from a large hall, within St Barnabas Church, a bright modern building in a residential area of Pitshanger, Ealing.

A maximum of 24 children may attend the pre-school at any one time. The pre-school is open four afternoons a week, from 12:30 to 15:15, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 41 children aged from 2 to under 5 years on roll. Of these 10 children receive funding for nursery education. There are no children present who have special educational needs.

The pre-school employs five staff members, two students and two parents are volunteers. Four of the staff, including the manager hold appropriate early years qualifications.

The pre-school serves the local and wider community. The sessions are conducted in Japanese and focus on the Japanese language and culture.

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

How effective is the nursery education?

The provision for education at Tulips Pre-School is unacceptable. This is due to poor quality teaching: leadership and management; and weaknesses in partnership with parents. The setting conducts most of the session using the Japanese language. The children are making poor progress towards the stepping stones of the early learning goals.

The quality of teaching is poor. Staff do not have sufficient understanding of the Foundation Stage of Learning and how to plan effectively for the early learning goals. This results in a lack of opportunities for children to explore, investigate, self select materials and make their own choices, initiate their own play and set their own challenges. The pre-school has appropriate aims for children's care and learning. Staff offer children ample attention and support in their play but teaching methods do not always sufficiently support or extend children's learning. There are positive, caring relationships between staff and children.

The provider is unable to lead the team appropriately in planning for the Foundation Stage of Learning as she does not have a sufficient knowledge and understanding of this herself. Therefore, staff are not offered appropriate training, support and guidance. There are not yet rigorous systems in place to monitor and evaluate the quality of teaching or the progress children are making toward the early learning goals. The setting plans to seek support from the Early Years Foundation Stage consultants.

Partnership with parents has some generally good aspects. Parents have access to good information about the setting, topics and activities. However, parents are not informed about the foundation stage curriculum. Relationships between staff and parents are friendly and warm.

What is being done well?

- Children have good relationships with staff and peers. They are well behaved, take turns and are able to share.
- Children show an awareness of space, of themselves and others, they move confidently, with a good balance of control and coordination.
- The setting is welcoming to parents and staff are approachable. Parents have access to information about the setting, topics and activities.

What needs to be improved?

- the staff's knowledge and understanding of the Foundation Stage and stepping stones to ensure a broad and stimulating curriculum is offered and

how to implement this effectively

- the leadership and management skills to support the staff team to deliver an appropriate education programme
- the planning for all six areas of learning; to provide a range of suitable, stimulating and exciting activities, allow children opportunities to make spontaneous decisions and choices, encourage their thinking, and progress in all areas
- the evaluation and assessment procedures to identify children's progress towards the stepping stones and next stage
- the availability of information for parents about the Foundation Stage, monitoring and evaluation of the educational programme offered to children.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children show some interest and persist at planned activities. They have good relationships with adults. They are developing positive relationships with their peers, showing consideration and respect for each other. They are able to share and play co-operatively together. Behaviour is good. However, there are too few opportunities to enable children to self select materials and make own choices, initiate their own play and set their own challenges.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Poor

Children access books independently and handle them confidently. However, there are too few opportunities for children to develop and extend their vocabulary and use the English language to communicate in various situations. Children are given limited opportunity to write for a variety of purposes. There is no labelling to stimulate early reading skills.

MATHEMATICAL DEVELOPMENT

Judgement: Poor

There are limited opportunities for children to count, calculate, match and sequence. They have few opportunities to explore simple addition and subtraction through practical activities. Everyday situations and structured activities are not used to explore colour, shape, quantity, position and size. There is a lack of planning and insufficient resources to support children gaining an understanding in mathematical concepts.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Poor

Children are able to construct duplo and train tracks. Their ability to use their own imagination and creativity is limited when using sand and water. They are not able to explore why things happen and investigate how things work. This is due to insufficient resources. Opportunities to explore past and present experiences and to talk about real and imagined experiences are limited. However, children speak in Japanese and find out about their own culture.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children move with confidence around the setting and are able to negotiate furniture and other bodies. Children have limited opportunity to climb and balance but are becoming competent when steering and pedalling wheeled toys. Children handle tools and equipment well, they have good manipulation skills, dexterity and hand-eye co-ordination. There are missed opportunities to talk about our bodies and keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Poor
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They have opportunities to explore colour, shape and texture, through planned activities. There is however, little opportunity for children to be spontaneously or independently creative and access resources independently. There are limited resources available for children to develop their imagination, use props, musical instruments and books to express their ideas.

Children's spiritual, moral, social, and cultural development is not fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is unacceptable. Children are making poor progress towards the early learning goals.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure all staff gain knowledge and understanding of the Foundation Stage of Learning and how to implement this effectively
- plan activities for all six areas of learning to develop a well-balanced curriculum, in line with the Foundation Stage
- evaluate and assess children's abilities during activities to identify the next steps for their individual learning
- improve partnership with parents, plan together for their children's learning and to provide information about the Early Years Curriculum and Foundation Stage.

The provider must draw up an action plan within 20 working days showing how the key issues detailed above will be addressed. A copy of the action plan must be sent to the local education authority. The Department for Education and Skills will write to the provider asking for a copy of the action plan. The Secretary for Education and Skills will then decide whether to withdraw the provider's entitlement to receive funding for nursery education.