



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 128477

DfES Number: 523435

INSPECTION DETAILS

Inspection Date 25/02/2003
Inspector Name Anne Bernadette Maher

SETTING DETAILS

Setting Name Parkside Kindergarten
Setting Address Parkside Community Centre
Goodmayes
Essex
IG3 9PP

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name
Address

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

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

How effective is the nursery education?

Overall children are making generally good progress towards the early learning goals in four of the six learning areas. There are significant weaknesses in communication, language and literacy and knowledge and understanding of the world. Good relationships exist between staff and children and some good teaching means that children's behaviour, independence and mathematical skills are developing well. However there are significant weaknesses in teaching overall. Lack of knowledge and understanding of the early learning goals has a significant impact on the quality of assessment, planning and teaching. Leadership and management have significant weaknesses. There is no qualified supervisor in post. Staff do not have a shared knowledge of the Foundation Stage and systems are not in place to ensure that practice is evaluated. Support from the EYDCP has been arranged. Partnership with parents is generally good. Parents receive some written information about the curriculum and are able to speak to staff about their child. They are not sufficiently informed about their children's progress.

What is being done well?

Staff create a friendly and relaxed atmosphere. Three and four year olds enjoy coming to the playgroup and are enthusiastic about taking part in the activities. Staff set high expectations for good behaviour and encourage children to be sensitive to each other's needs and aware of the consequences of their actions Staff place emphasis on the development of confidence, sharing and taking turns. Opportunities for children to move with control and improve their co-ordination

What needs to be improved?

the planning and record keeping to ensure that all the early learning goals are promoted effectively through the stepping stones. the opportunities for children to access climbing equipment opportunities for children to talk about and record their experiences staff's awareness of children's cultural backgrounds

What has improved since the last inspection?

Limited progress has been made since the last inspection. Weaknesses still exist in staff knowledge and understanding of the early learning goals. There is a lack of understanding about how to plan a programme linked to assessment of children's progress and the early learning goals. The staff are being supported in these areas by the local EYDCP. One member of staff has been appointed as SENCO and support is provided to children with special educational needs and their parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in personal, social and emotional development. They develop good relationships with staff and other children and learn to respect and consider the feelings of others.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Significant Weaknesses
Children's progress in communication, language and literacy has significant weaknesses. Some children speak confidently with other children and adults and listen well to stories and rhymes. Quieter children are not encouraged to talk about their experiences. There are limited opportunities for children to extend their vocabulary, recognise letters by sound or shape or develop their writing skills. Children do not make good use of books for enjoyment or reference.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in mathematical development is generally good. Some children count beyond ten and good use is made of mathematical language. Children learn to recognise shapes and colours through practical activities such as riding bikes in circles and making pictures with shapes. They do not learn about pattern making and more able children are not sufficiently challenged to use practical mathematical activities to solve problems.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Significant Weaknesses
Children's progress in knowledge and understanding of the world has significant weaknesses. Children build and construct with a variety of materials. They do not learn about their environment and the natural world. There is little opportunity for them to talk about their experiences or to learn about the cultures and beliefs of other people.	

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in physical development. They use a wide range of small tools and apparatus with confidence. They move confidently and show good spatial awareness. They learn about hygiene and know why they wash their hands before eating. They have few opportunities to climb and balance.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in creative development. They express their ideas freely through role play and use a range of art materials for painting and	

collage. They enjoy singing and music. They do not often have opportunity to move and explore sounds.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT

continue to develop staff's knowledge and understanding of the foundation stage
develop a system of planning which includes all learning areas and is linked to records of what children can do. provide a management structure which enables staff to evaluate their practice extend questioning to encourage children to observe, think and learn