



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY255251

DfES Number:

### INSPECTION DETAILS

Inspection Date 29/04/2004  
Inspector Name Jennifer Liverpool

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name St. Marys Nursery  
Setting Address Norman Road  
East Ham  
London  
E6 6HN

### REGISTERED PROVIDER DETAILS

Name Newham Pre-School Learning Alliance

### ORGANISATION DETAILS

Name Newham Pre-School Learning Alliance  
Address Fellowship House  
St. Bartholemews Road  
East Ham  
London  
E6 3AG

## 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

St Mary's Pre-school opened in April 2003. It operates from St Mary's Church Hall, which is joined onto the Nature Reserve Centre, and close to shops and amenities. The group serves the local area.

There are currently 26 children from 2 to 5 years on roll. This includes 12 funded 3-year-olds and 1 funded 4-year-old. Children attend for a variety of sessions. The setting supports children who are learning to speak English as an additional language. None of the children currently attending has been identified with special educational needs.

The group opens 5 days a week during term times.

Sessions are from 9:30 until 12:00 and 13:00 until 15:30.

2 part-time and 2 full-time staff work with the children. Over half the staff have early years qualification to NVQ level 2, 3 or equivalent. The setting 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?

Children are showing significant weaknesses in their progress towards the early learning goals, particularly in the learning areas of communication, language and literacy, mathematical development and knowledge and understanding of the world. They are making generally good progress in the learning programmes for physical and creative development.

On the whole, children are happy to attend and they settle well because staff are welcoming and have a caring approach. Children relate well to staff and are developing firm friendships with their peers. Their behaviour is generally good, apart from times when behaviour management is handled inconsistently.

The quality of teaching is significantly weak. Some staff have sound knowledge of the early learning goals, and do provide a satisfactory range of worthwhile activities. Children concentrate more when staff organise small work groups for topical activities and conversations. There are a sufficient range of resources but some staff lack confidence in maximising the use of those resources to help extend children's learning in most areas. Staff know the children well, and carry out regular assessment to identify children's learning targets, though this is not always effectively linked to plans.

Leadership and management is showing significant weaknesses because half the staff are currently new in post and as yet have not had opportunities to develop their skills and knowledge. Although staff strengths and weaknesses is closely monitored by management, their procedures for monitoring the quality of the provision is mostly informal. Furthermore, staff were not aware of previous identified key issues from the last inspection, which place limitations on their ability to improve the provision for nursery education.

Partnership with parents and carers is generally good. There is an effective daily communication between staff and parents and carers. Policies are accessible, though many are in need of being updated.

### What is being done well?

- Staff and children's relationships within the playgroup is good. Children are developing firm friendships and they are learning to respect and be sensitive to the needs of others.
- Children's all round physical development is good.
- The playgroup is well resourced, and has a good selection of mobile play equipment that is used well to promote children's all round physical development.

**What needs to be improved?**

- staff's knowledge and understanding of the early learning goals, and their management of children's behaviour
- the methods used for written assessments in order that children's individual targets are linked to the curriculum plans, and also to clearly identify on plans how activities are adapted for children of various abilities
- the programme for mathematical development to enable children to develop their use of mathematical language and ideas of calculation, and for more able children to practice solving mathematical problems
- the programme for communication, language and literacy so that the more able children learn to recognise the sounds that alphabet letters make, and to regularly display children's writing and record their comments as part of wall display
- the programme for knowledge and understanding of the world in order that children can investigate and experiment how and why things work, and be able to use information technology to support their learning.

**What has improved since the last inspection?**

Improvement since the last inspection is significantly weak because staff were not aware of the previous key issues. However, resources have since been increased, but their use is not yet sufficient maximised to develop children's learning in the area of mathematics development. The special educational needs code of practice has been obtained for staff to refer to, however, the playgroup's own policy is not yet updated to be in line with current legislation.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children enjoy attending the playgroup. Staff and children have good relationships, and children are developing firm friendships with their peers. Most children are confident in singing independently, and they are encouraged to support those who are less confident. Children generally behave well, though staff do not always deal with behaviour management consistently. Children's Independent skills are not well promoted.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Staff give priority to promoting listening skills and children listen well to stories. The range of dual language books is limited. Children talk to staff, though less emphasis is placed on encouraging them to talk and share their experiences in a group situation. Children are confident in recognising their names. However, less attention is given to helping children to recognise the sounds of the alphabet.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are learning to count through planned activities and in practical routines. Older children can accurately count up to 15 and beyond. Children are developing an awareness of shapes, though missed opportunities are seen in sand and play dough for their understanding and language relating to size and quantity. Staff do not always help children to recognise mathematical patterns.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Good opportunities are given for children to explore sand and water. Children are learning to name the day of the week in order, and most are able to describe changes in the weather. A computer is available, though not in use, and is rarely seen in plans. There is little evidence of planned investigations about how and why things work. Children learn about cultures in topics and stories.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

There is good provision to promote children's physical development. A good range of mobile toys are available daily, and children are showing good co-ordination and developing increasing control when peddling tricycles. Children are developing their manipulative skills when using a range of equipment. They are offered a choice of snacks and drinks, though rarely helped to understand the importance of healthy eating.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
------------	----------------

Children are growing in awareness of colour and most can name and match colours well. They are becoming confident in expressing their ideas in painting, and they use their imagination well in role-play. Children's participation in songs and rhymes is regular and effective. The use of musical instruments appear less frequently in plans.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's 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: THE KEY ISSUES**

- improve staff's knowledge of the early learning goals, and in the management of children's behaviour
- continue to develop written assessments in ways that link children's individual targets to plans
- further develop plans to clearly show how activities are modified or extended for children of various abilities
- place greater emphasis on communication, language and literacy by providing more opportunities for more able children to recognise the sounds alphabet letters make, and regularly display children's writing and record their comments as part of wall display
- provide more opportunities for children to develop their mathematical ideas and knowledge in calculations and use of mathematical language, and for more able children to practice problem solving during planned and daily routines
- provide more opportunities for children to investigate and experiment how and why things work, and to regularly use information technology to support their learning.

*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.*