



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY152328

DfES Number: 550994

INSPECTION DETAILS

Inspection Date 03/03/2005
Inspector Name Jennifer Liverpool

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name St Pauls Pre-School
Setting Address St Pauls Church
Crescent East
Hadley Wood
EN4 0EN

REGISTERED PROVIDER DETAILS

Name The Committee of St Pauls Pre-School

ORGANISATION DETAILS

Name St Pauls Pre-School
Address St Pauls Church
Crescent East
Hadley Wood
EN4 0EN

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 Paul's pre- school opened in 2000. It operates from a large church hall in the London Borough of Enfield. A maximum of 26 children may attend at any one time. The pre-school is open each weekday from 09:15 to 12:00 during school term times. All children share access to a small secure enclosed outdoor area within the grounds of the church.

There are currently 22 children aged from 2 to under 5 years on roll. Of these 11 children receive funding for nursery education. Children come from local catchment areas.

The pre-school employs six staff. Four of the staff including the manager hold appropriate early years qualifications. Staff are working towards a qualification. The setting receive 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?

St Paul's pre-school offers good quality provision for funded nursery education children. Staff create a friendly, welcoming and relaxed atmosphere which helps children to make generally good progress along the stepping stones towards the early learning goals.

The quality of teaching is generally good with some good aspects. The accommodation is well used and the organisation of the room promotes children's learning. Staff are secure in their knowledge and understanding of the early learning goals although there are a few minor weaknesses. Children are confident speakers, and the many labels around the room are effective in helping them to recognise familiar words. Staff's confidence in planning for children's physical and creative development has resulted in children making very good progress in those areas. Written plans do not always indicate how activities are adapted for more able children. Generally, there is a good range of resources to support children in their learning, though the computer is not always available and children's use is therefore limited. Staff observe and assess children's learning, but these are not always used effectively to help all children move onto the next steps in their learning.

Leadership and management is generally good. Staff are effectively deployed to maintain children's safety and support them in their development and learning. The system for monitoring and evaluating some aspects of the provision such as activities and teaching methods is good, though less emphasis is given to the accessibility of information technology to further support children in their learning, and to ensure all policies are regularly kept up to date.

Partnership with parents and carers is generally good. Staff effectively support parents and carers and encourage their involvement. Parents and carers receive regular information about the provision, however, not all policies are not widely available to them.

What is being done well?

- The accommodation is used effectively to promote children's learning in all areas.
- There is a good balance between child initiated activities and those which are led by adults.
- Staff deployed effectively, interact well with children, use good methods and organise sessions and resources well.
- Children demonstrate lively imagination as they play in the role-play area, and with a wide selection of small world equipment. They make up their own stories and situations all round the pre-school.

What needs to be improved?

- the recording of assessments to include all aspects of the six areas of learning, and identifying the next steps of all children's learning. Also, the indication of how activities are adapted for children of various abilities in planning documents.
- the availability of information technology equipment and opportunities for children to use and explore these.
- the opportunities for challenging the learning needs of more able children, particularly in developing their awareness of sounds in letters, and the ability to use their mathematical ideas to solve practical problems.
- information available to parents and carers.

What has improved since the last inspection?

This is the pre-school's first nursery education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy to attend, and they participate in activities showing good concentration skills and perseverance. Good opportunities are given to enable children to talk and respond to a range of feelings. Children are learning to care for their environment as they help carry out tasks, and they are able to select resources independently. Staff manage children behaviour consistently and children behave appropriately. There are some opportunities for children to respond to different cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak with confidence and are given many opportunities to share and exchange news on a daily basis. They listen attentively to each others conversation and instructions given from staff. Children are beginning to develop early reading skills through the many labelling around the room, although there are less planned opportunities to extend more able children in further developing literacy skills. All children write at their own level with increasing control, and they handle books well.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing knowledge and skills in counting, matching and sorting, and they use numbers well in their talk and play. Carefully planned activities enable children to begin to develop mathematical language. Children are able to recognise and name shapes, and they re-create simple patterns in their collage work and when playing with wet sand. Although children sing a variety of number songs, there are less planned opportunities to challenge those who are more able in problem solving.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to notice the differences of wet and dry ingredients during cooking activities, and patterns and changes when examining natural objects and observing the weather. During the inspection, children show great interest in folding wrapping paper for presents. They explore and select recycled materials and make models. Children talk about past events and are given opportunities to see how and why things work. Children's use of the computer is very limited.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are aware of their own space as they run to sit on mats during ring games and walk around furniture in the room. They walk with large strides, lift up parachute material and run with co-ordination and control. Three and four year olds demonstrate good pencil control and are able to use a range of small tools competently. The younger children attempt to twist tops off plastic bottles. Good emphasis is placed on encouraging children to wash hands before snacks for health purposes.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are developing their sensory experiences as they experiment with the different textures of wet and dry sand, taste a range of fresh fruits for snacks and observe the mixing of paint when different colours are added. There are good opportunities for role-play and children make up their own stories and situations with resources. Children draw and paint, and are using various painting techniques such as sponge, spaghetti and free-painting. Children enjoy using musical instruments.

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 written records:
- a) ensure that all aspects of each of the six areas of learning are included in children's assessment records, and identify the next steps of all children's learning;
- b) provide more opportunities for children to access and use information technology
- c) provide more accessibility for the use of information technology and ensure children have regular opportunities to use and explore these
- d) provide more guidance and support, especially for more able children to begin to link sounds to recognisable letters, encouraging them to solve mathematical problems, and develop their awareness of simple addition and subtraction through practical activities.
- e) make policies more readily available to parents, and ensure that special educational needs policies are reviewed and updated to be in line with current legislation.

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.