



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 402192

DfES Number: 510859

INSPECTION DETAILS

Inspection Date	20/05/2004
Inspector Name	Janette Elaina Langford

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hockley Pre-School
Setting Address	United Reformed Church Bramerton Road Hockley Essex SS5 4PJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Hockley Pre-School Group Committee 1032078
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ORGANISATION DETAILS

Name	Hockley Pre-School Group Committee
Address	United Reformed Church Bramerton Road Hockley Essex SS5 4PJ

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

Hockley Pre School opened in 1965. It operates from three rooms in a church hall in Hockley. The pre-school serves the local area.

There are currently 56 children from two to five years on roll. This includes 20 funded three year olds and 25 funded four year olds. Children attend for a variety of sessions. The setting currently supports a small number of children with special needs.

The group opens five mornings a week during term times. Sessions are from 09:30 until 12:00.

There are thirteen staff working with the children. Over half the staff have early years qualifications. The setting receives support from a teacher 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?

The provision for nursery education at Hockley Pre-school is very good. It enables children to make very good progress towards all the early learning goals.

The quality of teaching is very good. Staff use excellent methods to encourage children in all areas of learning and they have good listening skills. They question children to make them think and challenge them in their learning, according to their ability. Key worker files are used to identify children's next steps in learning and children with special needs are supported well. Plans show staff deployment, grouping and teaching points to remind staff how to move the children on. Staff seize all opportunities to help children develop their skills and move confidently through the stepping stones towards the early learning goals.

Leadership and management is very good. The play leader oversees the staff and there is an expectation that they will be dedicated and undergo relevant training. The deputies manage the setting very well when the play leader is not present so there is a continuity and consistency for children and parents. The play leader and staff are aware of their strengths and identify any weaknesses arising by closely monitoring and evaluating the provision. The play leader, deputies and staff are committed to providing high quality care and education for all children.

Partnership with parents is very good. Parents are provided with good quality information about the setting. There are regular opportunities for parents to discuss their child's progress and see their key worker files. Parents are encouraged to add their written comments to them. Parents are invited to help out in the sessions and talk to their children about the topics, bringing in items connected to the topic for the children to 'show and tell' in group time.

What is being done well?

- Regular music and movement sessions take place using pre-recorded tapes. The staff use the music and the instructions to encourage children to learn to use their bodies in a variety of ways and respond to the music, eg. marching or walking on tiptoe.
- Children have high self esteem and are learning to be independent. They attempt to put on their shoes by themselves, enjoy talking in circle time and give support to other children saying, "Come on you can do it yourself", when putting on aprons.
- Behaviour is very good. Staff have high expectations of how children should behave and lead by example. Children are able to sit and listen in a large group and wait their turn. They encourage each other to say please and thank you.

What needs to be improved?
<ul style="list-style-type: none">● the links between the children's individual aims and the stepping stones.

What has improved since the last inspection?
<p>The setting has made very good progress since the last inspection.</p> <p>Staff were asked to develop their awareness of the stages of assessment, as outlined in the Code of Practice, for the identification and assessment of special educational needs. There is now a special needs co-ordinator in place who is trained to support children with special needs. She has regard for the Code of Practice and liaises with the area special needs co-ordinator and other relevant parties.</p> <p>The setting was also asked to extend the resources to encourage children to gain experience in the use of technology. This has been achieved by providing a range of equipment which includes a camera, telephone and music player.</p>

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic, positive about new experiences, curious and have confidence to carry out their activities both with and without support. Children relate well to each other and to adults, linking up with each other to share experiences and can make connections between different parts of their lives. Children show a willingness to take initiatives and manage developmentally appropriate tasks. Their behaviour is exemplary and the children are encouraged to be well mannered.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are very confident speakers and use language for a range of purposes. They are good at listening to instructions and hold conversations using appropriate language. Children narrate their play and talk through their actions, linking their thoughts and experiences. They have frequent activities to link sounds and letters and enjoy practical and purposeful pre-writing activities. Children enjoy looking at books and listen carefully to stories, sometimes joining in.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident at counting and use their skills spontaneously during their play. They enjoy number songs and rhymes and learn simple calculation through acting them out. There are activities to compare numbers and problem solve with routines such as milk time used to encourage this understanding. Children use size and positional language confidently and show an interest in shapes, making patterns with them and matching them in the environment.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore both man made and natural objects, grow seeds and bulbs, take woodland walks and display items on their nature table. They have opportunities to learn about their local environment and the wider world. There are planned activities to help children investigate construction materials and use tools competently. They show an interest in IT and learn to operate simple equipment. Children are confident to talk about events at home and express feelings about personal events.

PHYSICAL DEVELOPMENT

Judgement: Very Good

There are daily planned activities to help children develop their physical skills. They can climb, run, jump and often move in a variety of ways such as skipping and hopping across the floor. They enjoy regular music and movement sessions and are able to combine and repeat a range of movements. Children are beginning to learn the reasons behind healthy practices, such as why some foods are good for you. Children have frequent opportunities to develop good hand eye co-ordination skills.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have daily access to media and materials and have activities to express their own creative ideas. They enjoy singing and listening and responding to music with their bodies. Children have many props to support and encourage their role play and some complex scenarios develop where children act out real and imagined experiences. Children are interested in what they see, hear, smell, touch and feel and use body language and facial expression to indicate their feelings.	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, however consideration should be given to improving the following:
- matching children's individual aims to the wording of the stepping stones.

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.