



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 220268

DfES Number: 581283

INSPECTION DETAILS

Inspection Date	21/04/2004
Inspector Name	Kristin Hatherly

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hardwick Pre-School
Setting Address	Olympic Way Wellingborough Northamptonshire NN8 3QA

REGISTERED PROVIDER DETAILS

Name	Hardwick Schools Playgroup 1023556
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ORGANISATION DETAILS

Name	Hardwick Schools Playgroup
Address	Olympic Way Wellingborough Northamptonshire NN8 3QA

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Hardwick Pre-School was established in 1988 and is situated within the grounds of Hardwick Infant School in Wellingborough. The pre-school is a community group which is managed by a committee of parent-users. The group operate from a self-contained area of the school and use a large playroom, kitchen and toilet. They have a small outdoor area.

The pre-school is registered for 16 children between the ages of 2 and 5 years. There are currently 42 children on roll of whom 10 four year olds and 25 three year olds are in receipt of government funding. Children attend for a variety of sessions. There are no children currently attending with special educational needs, or for whom English is an additional language. The pre-school is open Monday to Friday between 9.15 - 11.45 and 12.45 - 15.15, during school term time. Children attend from the local surrounding areas.

There are four staff who either have or are working towards an appropriate childcare qualification. The pre-school receives support from the Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

How good is the Day Care?

Hardwick Pre-school provides satisfactory care for children. The setting offers a warm and welcoming childcare experience. The premises are clean, safe and secure and space is organised to promote children's development. Furniture, equipment and toys are appropriate for their purpose. Most records, policies and procedures are in place to support the safety, care and well being of the children.

Staff promote safety well and are aware of potential hazards. There are clearly defined procedures for emergency evacuation of the building in the event of a fire. Health and hygiene practices are very well maintained. Children are encouraged to learn about personal hygiene in order to prevent the spread of infection.

A variety of activities and resources are provided to promote children's learning in all

areas. Children participate in outdoor play. Staff build positive relationship with the children and support their learning. There are clear routines to sessions which help children feel secure and they behave well. Staff use reassurance and appropriate praise which has a positive effect on the children's confidence and self esteem. They are interested in what children do and say, asking questions to develop their thinking.

The pre-school develops good relationships with the parents and provides good initial information about the setting. Parents report positively about the setting.

What has improved since the last inspection?

At the last inspection, the pre-school was asked to ensure all staff were aware of current equal opportunities legislation and anti-discriminatory good practice. Staff have attended some training and resources now reflect positive images of culture and disability.

What is being done well?

- There is a good range of activities and resources both inside and outside. This promotes the children's emotional, physical, social and intellectual capabilities.
- Positive steps are taken to promote the safety and security of the children, ensuring children are safe at all times.
- The staff manage children's behaviour positively and consistently. Consequently, children learn what is expected of them and behave well.
- Staff have encouraged the children to develop good hygiene practices which prevents the spread of infection.

What needs to be improved?

- the registration system so that it includes hours of attendance of children, staff and other adults
- procedures and policies, to include children who are lost or uncollected, that the complaints policy includes the address and telephone number of the regulator

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure there are procedures in place in the event of a child being lost or a parent failing to collect a child.
2	Ensure there is a system in place showing hours of attendance of children, staff and other adults.
12	Make sure the written complaints procedure includes the address and telephone number of the regulator.

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

How effective is the nursery education?

Hardwicke Pre-School provides a warm and welcoming environment where children make generally good progress towards the early learning goals.

The quality of teaching is generally good. The staff have a clear understanding of the early learning goals which are used to plan a varied programme which is based on practical experiences and play. There is a system for observation and assessment but it is not always used effectively to plan the next steps in learning for individual children. Staff make good use of carefully framed questions to encourage children to think about what they are doing and to extend and re-enforce their understanding. They generally take account of events and interests to extend children's learning. However, there are limited opportunities for children to link letters to sounds and to develop their mathematical understanding by solving simple problems. Positive relationships are built with the children, whose resulting behaviour is very good. Staff provide a stimulating environment which generally engages the children well. However, the daily routines for registration and snack times do not always support children to be sufficiently occupied. Use of resources is efficiently organised, but does not always support the children's developing independence.

The leadership and management is generally good. The pre-school is managed by a supportive committee who have appropriate systems in place for recruitment and staff appraisal. Staff are very committed and work together well as a team. They work closely with the Early Years Development and Childcare Partnership's Advisory Teacher and the Pre-School Learning Alliance.

The partnership with parents is generally good. A range of information is available to parents who are informed of their children's progress at an annual open day and through informal discussion.

What is being done well?

- Staff have developed good relationships with the children and have developed clear routines enabling them to feel secure which results in good behaviour.
- Children made connections with their learning through role play situations which they develop and extend imaginatively.
- Children's physical skills are promoted well through continuous access to outdoor play.
- Good opportunities are provided for children to share books, read with enjoyment and begin to understand that print carries meaning.

What needs to be improved?

- opportunities for children to link sounds to letters
- the range of activities involving calculation and problem solving in practical everyday activities
- use of observation, assessment and evaluation to effectively plan the next steps in learning for individual children
- daily routines to minimise periods of time when children are not sufficiently occupied
- opportunities for children to develop independence and make choices confidently

What has improved since the last inspection?

Generally good progress has been made in implementing the action plan drawn up to address the four key issues raised at the last inspection. Improvements have been made in most areas which have had a positive impact on children's learning. A writing table is now available with a range of materials so that children can develop their writing skills and there is a good display of labels and words. Children are encouraged to write their names on their work and whilst they play. However, there are still limited opportunities for children to link letters to sounds. Staff have developed a more flexible approach to creative activities ensuring that children have free access to creative media and appropriate tools at least once a week. Children now have constant access to the outside area during good weather and have use of the school playground once a week. The system of recording assessments of children's progress has continued to be developed but they are not effectively used to plan the next stage in individual children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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The children are happy, confident and well behaved. Generally they are motivated to learn, showing an interest in the activities provided. Children follow a daily routine, working effectively together in groups and individually. They are developing their independence but there are insufficient opportunities for all children to learn to operate independently. The children are developing good relationships with other adults and each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak clearly and confidently and use language for a variety of purposes. They are confident to speak in familiar groups and during role play. Children are developing their early writing skills. Younger children make marks and older children write recognisable letters of their name, some all of their name. They handle books independently and listen to stories attentively joining in with interest. However, opportunities for children to link letters to sounds are limited.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing an interest in number and count spontaneously and confidently. They enjoy rhymes and singing to develop their counting skills. Children are starting to recognise written numerals. Children discover the property of shape through construction and craft activities. They explore capacity through sand and water play. Opportunities for children to solve simple problems is limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are beginning to develop an understanding of place through topics provided and discussion with staff. Good use is made of the local environment to extend children's understanding such as taking children out on walks. They learn about growth and take part in cooking activities. They are developing an awareness of their own and other cultures. Children do not sufficiently find out about past and present events in their own lives and those of their families and people they know.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are developing their gross motor skills through the use of a range of large play equipment. They move confidently with control and co-ordination. They successfully use a variety of tools to develop their fine motor skills. They learn about the benefits of being healthy and active. However, children do not often experiment with different ways of moving or using large equipment.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children paint, draw, construct and take part in craft activities. They explore and express their creativity using a range of media and materials. Children make connections in their learning through a variety of role play situations and small world resources which engage them well. Children sing songs from memory and explore sounds made by 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

- opportunities for children to link sounds to letters
- the range of activities involving calculation and problem solving in practical everyday activities
- the use of observation, assessment and evaluation to effectively plan the next steps in learning for individual children
- daily routines to minimise periods of time when children are not sufficiently occupied

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.