



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109855

DfES Number: 583844

INSPECTION DETAILS

Inspection Date	24/03/2004
Inspector Name	Tonia Chilcott

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Herne Farm Pre-School
Setting Address	The Leisure Centre Herne Farm Petersfield Hampshire GU31 4PJ

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	U/A
Address	u/a u/a

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

Herne Farm Preschool opened in 1979. It is registered to care for no more than 26 children under five years.

It operates from The Leisure Centre, Herne Farm, Petersfield. The preschool serves the local area.

There are currently 36 children from two to five years on roll. This includes 14 funded three year olds and 14 funded four year olds. Children attend for a variety of sessions. Children with special needs and children who speak English as an additional language are supported by the group.

The group opens five days a week during school term times. Sessions are from 09:30 until 12:00 Monday, Tuesday, Thursday and Friday mornings and 12:15 until 14:45 Wednesday and Friday afternoons.

Eight part time staff work with the children. Five have early years qualifications. Most staff are currently on training programmes. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYCDP) the Preschool Development Worker (PDW), and the Special Educational Needs Co-Coordinator (SENCO).

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

How effective is the nursery education?

Herne Farm Preschool provides high quality nursery education and children are making very good progress towards the early learning goals through a wide range of interesting activities. Children are making very good progress in all areas of development.

The quality of teaching is very good. Staff's sound knowledge of the Foundation Stage enables them to plan an exciting and stimulating range of activities. There is an effective system in place to support children with special needs. An assessment system is used to record children's progress towards the early learning goals and to identify the next steps to help children develop further. The assessments are used while the staff plan the provision and although this information does not feature in the plans, the staff have a good knowledge of how children can be progressed further, thus ensuring that children's individual needs are met. Children behave well in response to the staff's expectations and sensitive support. Staff adapt most activities to provide sufficient challenge and opportunities for children.

Leadership and management is very good. The preschool benefits from strong leadership and the staff are encouraged to attend training on a regular basis. The staff all work well together as a strong team and are supported by a dedicated committee of parents. There are good procedures in place to ensure that staff are all involved in assessing and monitoring the provision ensuring that the group are constantly looking towards improving.

The partnership with parents and carers is very good. Parents are informed about their children's progress towards the early learning goals. They are provided with information about the Foundation Stage and the preschool's routines and practice and how they can extend their children's learning at home. Parents are able to contribute to their child's development records if they so wish.

What is being done well?

- The staff are sound in their knowledge of the early learning goals. They provide a stimulating environment through well planned and organised activities that enable the children to learn across all areas.
- Children's personal, social and emotional development is very good. Children are confident, sociable and have caring relationships with one another and the staff.
- Staff offer a wide range of interesting and stimulating activities to support children's physical development. Children regularly take part in music and movement activities that they enjoy and undertake with enthusiasm.
- Staff provide many exciting and interesting activities and resources that

encourage the children to explore natural materials such as sand and water, and that help to develop all their senses.

- The partnership with parents is very good. Staff welcome and encourage parental involvement in their child's learning. There are excellent procedures in place to ensure that information is shared regularly with parents about the children's development and daily achievements.

What needs to be improved?

- the systems for planning, to record details of the intended learning outcomes
- the opportunities for children to further practice simple mathematical problem solving.

What has improved since the last inspection?

The preschool has made very good progress since the last inspection. More opportunities are available for children to be able to regularly explore and observe features of living things and there are many resources now available to support this, for instance magnifying glasses.

All staff now regularly attend a variety of relevant training that will ensure that continuity can be achieved in case of staff absence or change.

Parents have many opportunities to become involved in observing and sharing learning in the home. Systems are now in place that allow parents to contribute to their child's records and to extend activities at home. Parents are now well informed about the Foundation Stage and how children learn.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

The children are actively involved in their learning. They are confident, work well together and independently and have good relationships with adults and other children. They learn to co-operate for example whilst playing together in the sand. Children take initiative and show high levels of concentration during self chosen activities. Children participate in many activities and learn about different cultures. The children's behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

The children's spoken language is developing well and they are confident and skilled speakers. They enjoy books and listen with interest to stories, and clearly listen to instructions from staff. Children learn to link sounds to letters and many are able to write their own names. Children regularly practice writing for different purposes, for instance in the role play area.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

The children have many opportunities to experience the use of numbers 1 to 10. Most children are able to count to 10 and beyond and some children are able to recognise written number. They enjoy activities which give them an understanding of number and shape, for instance whilst playing with puzzles. Children learn to use appropriate mathematical language during practical, planned activities. Most children have opportunities to solve simple mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
------------	-----------

Children enjoy using their senses to explore in practical activities for instance whilst playing with the sand. Children access many activities and resources that encourage them to explore and investigate. They demonstrate an understanding of where they live and the wider world, for example during activities relating to different festivals. Some children are able to discuss past and present events in their lives.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

Children are skilled at using a variety of construction equipment and frequently use a range of equipment that requires hand to eye co ordination. Children respond to music and movement sessions and show the necessary control to hold a shape or fixed position. They are gaining control over clothing and fastenings, for example when changing clothing for music and movement sessions. Children demonstrate a good sense of space and move confidently during physical activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy participating in singing sessions and regularly explore sound and musical instruments. Children respond with all their senses to many experiences such as tasting and smelling food. Children use their imaginations well in role play situations for instance whilst being fire men, and whilst undertaking a good range of art and craft activities.	
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, but consideration should be given to improving the following:-
- provide further opportunities for children to practice mathematical problem solving;
- extend the current systems of planning to record the intended learning outcome of activities.

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.