



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 122727

DfES Number: 597352

INSPECTION DETAILS

Inspection Date 02/02/2005
Inspector Name Gillian Cubitt

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Tandridge Village Pre-School
Setting Address Tandridge Village Hall
Tandridge
Surrey
RH8 9NN

REGISTERED PROVIDER DETAILS

Name The Committee of Tandridge Village Pre-School 1075958

ORGANISATION DETAILS

Name Tandridge Village Pre-School
Address Tandridge Village Hall
Tandridge
Surrey
RH8 9NN

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

Tandridge Village Pre-School has been registered since 1998. It operates from a community hall in a rural village. The children have the use of one main hall and the playground of St. Peter's school. Staff have access to kitchen facilities.

The setting works towards the early learning goals. It has 46 children on its register of whom 25 are funded 3-year-olds and 17 are funded 4-year-olds. The provision provides support for children with special educational needs as well as for children where English is not their first language.

There are 11 members of staff, half of whom hold a childcare qualification. The others are working towards appropriate qualifications.

The setting is open term time, four mornings and two afternoons per week from Tuesday to Friday. The facility serves the local community.

The group receives support from the Pre-school Learning Alliance and the Early Years Partnership.

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 Tandridge Village Pre-school is acceptable and of good quality overall. Children are making very good progress in communication, language and literacy, knowledge and understanding of the world and creative development. Children are making generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff demonstrate their sound knowledge of the early learning goals in their organisation and planning. A balanced curriculum, together with interesting activities, makes learning an enjoyable experience. Staff make daily observations on children and their informative notes are used effectively to assess children's individual needs in their next stage of learning. Staff have prepared clear daily routines that help children settle and feel secure in their environment. Some aspects of learning however are not fully developed during snack times. Staff develop warm relationships with children and are very capable when adapting to individual personalities and behavioural challenges which children present. Staff effectively support children with special educational needs.

The leadership and management are generally good. The committee and supervisor work together well to support staff. Through staff meetings and reviews staff are encouraged and involved in every aspect of the daily provision. There is a continual commitment to develop all areas of the educational provision, although methods of evaluating teaching have yet to be implemented.

The partnership with parents is very good. Parents are informed on every aspect of the pre-school provision and are made to feel welcome and part of the group. There are good systems in place that ensure that all parents are involved and that a two-way flow of information is active which supports the children's education.

What is being done well?

- The planning of the curriculum is very clear and all staff know what aspects of education they are observing. They are able to record and link these into the stepping stones which enables them to plan effectively so that each child's educational needs are met.
- There is an effective partnership with parents. Parents complete introduction forms that inform staff on children's likes, dislikes and achievements. This gives staff a good base point from which they can assess children in order to move them on to their next step in learning.
- Staff tell stories with and without the aid of books. Staff make the best use of props when reciting the story of the Three Bears so children can easily identify with the characters and become involved in the tale.

- Children become absorbed in modelling with all kinds of junk materials to make impressive homes for the three bears. They use their imagination and knowledge of houses to make windows, chimneys and different rooms the bears use.
- Children are encouraged to use their imagination and creativity in their role play. They have well planned role play areas where children are able to dress up and act out scenarios on the story of the three bears.

What needs to be improved?

- children's independence so that more able children are given more responsibilities such as assisting staff during break times with the preparation and serving of snacks
- the development of a healthy eating programme to make children aware of foods that are good for them
- the system of monitoring and evaluating teaching methods so that all staff have the opportunity of being assessed
- opportunities to use mathematics during everyday activities, especially during snack times for counting and calculating

What has improved since the last inspection?

The preschool has made very good progress in addressing the key issues from the last inspection. They were asked to look at two areas for improvement. The first asked the committee and supervisors to introduce formal arrangements for sharing the records kept on children and the second area was to provide greater opportunities for children to investigate natural and man made objects. For the first area, staff now hold an annual parents' evening and these have been well received and attended. Parents also are aware that they can access their children's records at any time. For the second area, staff have introduced an interest table where the children have the opportunity to explore magnets, magnifying glasses, natural and man made materials. Staff also introduce children to the natural world with topic work such as growth during the Spring.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and enthusiastic in their learning. They choose activities that appeal to them and they learn to dress themselves, although independence is not fully developed during snack times. Children are caring and share their toys, they make good friends and enjoy a good relationship with staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff engage children in meaningful conversation that extends their vocabulary well. Children are beginning to communicate and express their feelings. Staff introduce letters each week and develop their recognition of the sounds letters make. Most children recognise their first names and some attempt at writing them. Children enjoy well known stories such as The Three Bears and staff are able to captivate children's interest in the presentation.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are introduced to numbers that have a meaning to them, such as counting the ages of children during birthday celebrations. Shapes and sizes are taught during topic work. Children look at different weights and simple calculation is discussed during topic work. There is insufficient emphasis on children learning numbers whilst engaging in every day activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children design and build using various materials, including junk to make their own models of houses. Children develop their senses through cooking activities. They also look through magnifying glasses. Staff discuss air as children watch balloons being inflated. Children work on projects about themselves to understand where they fit into the community. Regular outings are not planned however staff arrange for visitors come to the group to talk to children on specialised topics.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children navigate space well. They are confident in their surroundings and most aspects of their gross motor movements are developing well. They use the outdoor area effectively for energetic play with worthwhile fixed equipment. Children gain good manipulative skills using scissors and other small tools. Staff help children to understand the importance of good hygiene although the programme of developing children's awareness of eating healthily is not regularly introduced.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Attractive displays of children's work show that they experiment with a good range of materials and media. Many activities are provided to appeal to the children's senses and these are used well to stimulate discussion. Children enjoy listening to taped music and express themselves when singing well known songs. The role play area is arranged well to stimulate imaginative play.

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

- introduce a system of evaluating methods of teaching, so that all staff have the opportunity of being assessed
- develop a system where more able children are able to develop their independence by giving them responsibilities, especially during break times
- implement a regular programme making children aware of eating healthily.

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.