



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 256771

DfES Number: 581556

### INSPECTION DETAILS

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|-----------------|-----------------------|
| Inspection Date | 13/09/2004            |
| Inspector Name  | Heather Jeanette Knox |

### SETTING DETAILS

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|-----------------|--|
| Day Care Type   | Full Day Care  |
| Setting Name    | Herlington Pre-School  |
| Setting Address | Herlington Community Centre<br>Orton Malborne<br>Peterborough<br>Cambridgeshire<br>PE2 5PW |

### REGISTERED PROVIDER DETAILS

|      |  |
|------|--|
| Name | The Committee of Herlington Pre-School Committee 1036950 |
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### ORGANISATION DETAILS

|         |  |
|---------|--|
| Name    | Herlington Pre-School Committee  |
| Address | Herlington Community Centre<br>Orton Malborne<br>Peterborough<br>Cambridgeshire<br>PE2 5PW |

## 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

Herlington Pre-School opened in 1980. It operates from Herlington Community Center in the Orton Malborne area of Peterborough. The group has use of three rooms. Building works are currently taking place that will enable the premises to become a Sure Start Center. The Pre-School will continue to operate as part of this project. The Pre-School serves the local area.

There are currently 125 children from 2 to 8 years on roll. This includes 56 funded 3 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and three who speak English as an additional language.

The group provides full day care. They provide a breakfast club and a transport service to the local schools. The setting operates from 0745 to 1500 term time only. A lunch club is incorporated into the day. The group also offers a summer school for the first four weeks of the summer holiday.

Twelve staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Four staff are currently working towards a recognised early years qualification. Five additional staff supervise the lunch club. Two of these staff also supervise the breakfast club. 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 Herlington Pre School is of good quality which helps the children to make very good progress towards the early learning goals in all areas of development.

The quality of teaching is very good. Staff are secure in their knowledge and understanding of the foundation stage and use effective questioning techniques to extend children's knowledge. Staff plan a variety of practical activities both in and out of doors with a good balance given to the six areas of learning. A thorough assessment system is in place and is well used to check children's progress through the stepping stones. Assessments are used to help focus short term plans Staff use a good range of resources to effectively enhance learning. Good support is given to children with special needs.

The leadership and management is very good. The two managers of the setting are committed to extending and improving the provision. They work alongside the staff and give good support and guidance. Staff receive regular appraisals which gives them opportunities to look at their training needs.

The partnership with parents is very good. Parents are fully involved with all aspects of the group. They are encouraged to be involved with their child's learning by helping at the group. Parents are informed of current events and topics through the notice boards and regular newsletters. Good information is given to parent helpers to enable them to support the children's learning. New parents receive a comprehensive prospectus giving them full details of the groups policies and procedures. Staff talk to the parents on a regular basis and invite them to attend open mornings but parents lack detailed feedback on their child's achievements.

### **What is being done well?**

- Children's personal, social and emotional development is well fostered. Children are developing their self confidence and gaining independent skills. They have good relationships with each other and are learning to share and take turns.
- Staff interact positively with the children and are involved with their play. They actively extend the children's learning through effective questioning.
- Children's physical skills are effectively developed by use of a wide range of equipment both indoors and outside.
- Staff work well as a team and share their knowledge and skill. They are aware of their own roles and responsibilities during the session and give each other support.

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| <b>What needs to be improved?</b>  |
| <ul style="list-style-type: none"><li>● the information given to parents regarding their child's progress towards the stepping stones.</li></ul> |



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| <b>What has improved since the last inspection?</b>   |
| <p>The setting has made very good progress since the last inspection and this has had a positive effect on children's learning. Staff provide volunteers and new staff members with clear induction and briefing sheets to help extend children's knowledge. All staff are actively involved with the children throughout the session and are aware of how to draw out children's knowledge through using open ended questions.</p> |

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

The children are happy and settled at the group. They are well behaved and are developing a good understanding of right and wrong. Children show good concentration and perseverance as they complete their activities. They are able to take themselves to the toilets, independently put on aprons and pour drinks. Children have good relationships with each other and the staff. They treat each other with respect and are extending their understanding of other cultures and traditions.

### COMMUNICATION, LANGUAGE AND LITERACY

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

Children are able to listen attentively in both large and small groups. They interact positively with the staff and their friends as they take part in their activities. They share their views and opinions in both large and small groups. Children are effectively learning to recognise their name and some children are competent at writing their name. They are developing an understanding that print has meaning as they enjoy using the book area and listen to a range of stories.

### MATHEMATICAL DEVELOPMENT

|            |           |
|------------|-----------|
| Judgement: | Very Good |
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Children are competent at counting to ten and some children can recognise a range of numerals. They use numbers throughout the day as they discuss the number of biscuits needed for snack and draw spider legs on their pictures. Children are able to recognise a variety of different shapes and can sort, match and recreate patterns. Number songs are used to introduce addition and subtraction and games such as dominoes and snakes and ladders are effectively used to extend mathematical learning.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Children understanding how to use everyday technology as they play with cash tills, telephones and listen to taped music. They effectively use commercial and man made materials to construct and build models. Children make maps of the local area and go outside to hunt for insects. They plant flowers in the garden and bake cakes. They have visits from the fire brigade and local dentist to link into topic work. They experiment with magnets, handle different textures and taste fruit and vegetables.

**PHYSICAL DEVELOPMENT**

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

Children show good physical skills as they confidently move with control and safety. They pedal bikes and bounce on trampoline and successfully balance on plastic crates. Children effectively use a wide range of equipment to extend their small muscle skills. They use knives and cutters to make play dough shapes, paint with large and small brushes and effectively use scissors to cut items for their collage work. They have a good understanding of the importance of good hygiene routines.

**CREATIVE DEVELOPMENT**

|            |           |
|------------|-----------|
| Judgement: | Very Good |
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Children enjoy using their imaginative skills in the role play area and with small world equipment. They take part in dressing up and act out scenes from home. Children create two and three dimensional works of art. They effectively paint with marbles, sponges and rollers. They mould and shape play dough, clay and salt dough and explore sand and water. Children make observational drawings of themselves and different fruit. They take part in singing and can match sounds to musical instruments.

**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 the parents with more detailed information regarding their child's developmental progress.

*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.*