



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 507936

DfES Number: 513950

INSPECTION DETAILS

Inspection Date 01/12/2003
Inspector Name Louise, Caroline Bonney

SETTING DETAILS

Day Care Type Full Day Care
Setting Name HOOK VILLAGE NURSERY
Setting Address RAVENSCROFT
HOOK
HAMPSHIRE
RG27 9NN

REGISTERED PROVIDER DETAILS

Name The Committee of HOOK VILLAGE NURSERY

ORGANISATION DETAILS

Name HOOK VILLAGE NURSERY
Address HOOK COMMUNITY CENTRE
RAVENSCROFT
HOOK
HAMPSHIRE
RG27 9NN

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

Hook Village Nursery opened in 1988. It operates from a room in Hook Community Centre, and is close to the village centre. It has an enclosed garden, and regularly uses the public play area directly across the road. The nursery serves the local area.

There are currently 29 children from 2 years 8 months to under 4 years on roll. This includes 16 funded 3 years olds, and 9 funded 4 year olds. Children attend for a variety of sessions, half or whole days. There are no children with special needs, but the nursery supports 4 children who speak English as an additional language.

The nursery opens Monday to Friday during school term time only. Sessions are from 09:00 to 11:45 (or 12:45 if staying for lunch), and from 12:45 to 15:30. If staying all day or for the morning session followed by lunch, children bring their own packed lunches.

Five part-time staff work with the children. The manager is working towards an NVQ3; one member of staff has a level 4 equivalent qualification, and one a level 2. The two newest members of staff have attended initial training programmes. The setting attends the Early Years Development and Childcare Partnership (EYDCP) cluster meetings. They also receive support and advice from the Area Special Educational Needs Co-ordinator, the Bi-lingual Support Service, and the EYDCP development worker.

How good is the Day Care?

Hook Village Nursery provides satisfactory care for children. There are effective procedures for appointing new staff. Good organisation of play space with designated areas of activity provides a warm and welcoming environment for the children. There is a good range of toys, furniture and equipment, and children choose activities from the selection set out by staff. Most documentation is in place to ensure the efficient running of the nursery.

Staff are vigilant in ensuring the children's safety indoors, although risk assessments

need to be rigorously done when using public areas outside. Children are developing an awareness of safety, especially when near the road. Staff promote hygiene through established routines, and children understand when and why they need to wash their hands. Lunchtimes provide a relaxing and sociable time. Staff are aware of issues around child protection, and the procedure to follow.

Staff have good knowledge of the children, and interact well with them, forming trusting relationships which help them settle. They provide a range of activities which children find interesting. Additional support is given to children with special needs. Staff hold half-termly planning and keyworker meetings, but daily plans are insufficient to further promote children's learning. Staff encourage families and children to share their culture and religion within the group. They provide good role models and children behave very well, showing awareness of the group's rules.

The group has excellent relationships with parents. Staff welcome parents into the group at handover time, and parents find them very approachable. Good information is given to parents about policies and procedures, and parents complete a child profile when they first join. Good exchange of information helps the parents support their children's learning at home.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children have good access to outdoors. They have free access to their secure garden during fine weather, or the play area opposite nursery with its all-weather surface. They take walks in nearby heathland or around the playing fields, and the tennis courts are also used for safe outdoor play. Children are able to use a wide range of equipment, which helps their physical development and self-confidence.
- Staff have good relationships with the children and their parents/carers. It is a warm and caring environment, where parents feel confident that the needs of their children are being met. Parents are kept well informed of their children's progress through meeting with their child's keyworker every half-term, which helps them continue their learning at home.
- Staff promote hygiene very well. Children are aware of the need to wash hands before eating, and tables are scrupulously clean before and after meals. The procedure for sick children is clear and understood by parents, and helps protect children from cross-infection.
- Staff manage children's behaviour well, they are consistent and give children praise and encouragement which they respond well to. Children are polite, and show awareness of the rules. They watch the timer carefully before enthusiastically helping at tidy-up time, and sit still when asked during circle time.

What needs to be improved?

- procedure for risk assessment of outdoor areas before children access
- activity plans in all areas of the Foundation Stage which link to children's assessments; show possible learning outcomes, and extension of activities including craft and role play
- documentation - to include consents from parents for seeking emergency medical advice/treatment, Ofsted's contact details in complaints policy, and to share records of medication administered with parents.

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
3	Develop activity plans in all areas of the Foundation Stage which link to children's assessments, show possible learning outcomes, and extension of activities
6	Conduct risk assessments of outdoor areas before children access
14	Ensure that all documentation relating to day care activities is in place and available for inspection at all times

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

How effective is the nursery education?

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff ensure that children settle well within the group, and develop good relationships with them. The accommodation and resources are used well to support the children's learning and independence. All staff assess children's progress towards the early learning goals, and keyworkers are aware of areas children need to develop. However, written plans currently in use do not support the provision, and the supervisor is working with the local authority development worker to improve these.

Leadership and management is generally good. Staff work well together as a team, and take advantage of training opportunities. The supervisor and committee liaise with parents to identify areas for improvement, and have recently introduced regular keyworker and parent meetings. They show commitment to continued improvement by applying for re-accreditation with the Pre-school Learning Alliance. The committee are aware of their clearly defined roles and seek support from the Pre-school Learning Alliance.

The partnership with parents and carers is generally good. Parents are confident that their children are well cared for, happy and making progress. They have very good relationships with the staff, and find them very approachable. They attend introductory sessions with their child, receive good documentation, and share information through the Child Profile when they first join. They meet with their child's keyworker to share developmental records every half-term, although they do not contribute to these records. They are able to become more involved in the nursery by joining the Committee.

What is being done well?

- Children's personal, social and emotional development is very good. They are increasingly confident, interested and independent. Behaviour is good.
- Children have outstanding access to a variety of areas outside which help them make good progress in their physical development.
- Children count up to five, and some count confidently beyond ten. The use of mathematical language to compare shape, size and position throughout their activities helps increase their understanding.
- Children enjoy reading, and frequently access the book corner. Some understand the structure of books, and pretend to read stories from them. They confidently find their name cards, and some are beginning to recognise that print carries meaning.

What needs to be improved?

- Opportunities to write for a purpose.
- Organisation of craft resources to allow children to develop their ideas freely.
- extension of children's thinking through adult involvement in their role play .
- planning, to use the stepping stones to develop activity plans in all areas of learning, showing deployment of staff and grouping of children, possible learning outcomes, extension of activities, and to link into children's assessments.

What has improved since the last inspection?

The nursery has made limited progress in most areas, with poor progress in one.

Activities are not sufficiently planned to identify specific areas of learning linked to the early learning goals, and this inhibits evaluation and assessment. Staff understand the need to develop effective planning, and are working with their development worker and their cluster group of schools and pre-schools to find a method that suits. Children enjoy accessing books freely in the book corner, and staff promote letter formation as children label their work or participate in other activities, such as sand and playdough. However, there are no written plans for supervision of letter formation or use of books, and few opportunities to use writing for a purpose.

There is a good balance of active and passive activities, and assessment of children highlights any individual needs, which staff consider during regular planning and keyworker meetings. However, these needs do not appear on written plans, either to aid staff to ensure children's needs are met, or to show how the activity can support the child's learning.

Poor progress has been made regarding grouping of children, and they do not separate into small groups for any activities. This leads to children not always having sufficient support to extend their learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff provide a friendly and caring environment where children build good relationships with peers and adults. The staff have high expectations of conduct and children's behaviour is good. Children share toys and take turns. They are confident and develop independence well, dressing themselves and undertaking their own personal care by using tissues, and unwrapping their packed lunches.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy looking at books alone and together. They are increasingly confident speakers during 'show and tell'. Staff encourage children to anticipate future events such as Christmas, and to recall the snow shown in photographs. They recognise their names, and some are beginning to write them legibly, although there are few opportunities for children to write for a purpose. Children enjoy story time, but the large group makes it impossible to meet all their needs.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Daily activities help children count beyond ten. They add small groups of children together, and help identify numbers to write to show how many are present. They recognise and match numbers in puzzles. Staff and children use positional language during activities, and play matching games. They describe everyday objects as shapes, such as a sponge being a rectangle. Opportunities for calculation, comparing groups and modelling language, are not taken advantage of.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children show curiosity and notice differences when looking through binoculars, but insufficient explanations are given when they ask simple questions. They use a computer regularly, and record themselves singing. Children are aware of their locality through visits to the farm, church, and school. They are aware of their culture and share celebrations at the nursery.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have daily access to outdoor play, including equipment nearby for climbing, jumping, sliding and swinging. They move confidently, and enjoy participating in action rhymes and songs. Their access to tools and a range of malleable materials is limited, but frequently includes playdough, glue sticks and paint brushes.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children enjoy singing familiar songs, and keep time by patting their knees and bouncing to music. They are introduced to a variety of art and craft techniques, but do not have many opportunities to use these resources to develop their own ideas freely. Children enjoy an interesting variety of role play opportunities, but staff do not interact with them to extend their thinking.

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

- develop activity plans in all areas of the Foundation Stage which link to children's assessments, show possible learning outcomes, grouping of children, extension of activities and staff deployment.

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.