



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 113513

DfES Number: 524615

INSPECTION DETAILS

Inspection Date	20/04/2004
Inspector Name	Gill Moore

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Harting Village Pre-School Group
Setting Address	Harting Village Hall Peasecroft South Harting West Sussex GU29 0LB

REGISTERED PROVIDER DETAILS

Name	The Committee of Harting Village Pre School
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ORGANISATION DETAILS

Name	Harting Village Pre School
Address	Harting Village Hall Peasecroft South Harting West Sussex GU29 0LB

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

Harting Village Pre-School is a committee run group providing sessional care for children aged 2 years to 5 years. The pre-school opened in 1983 and is situated in the village of South Harting near Petersfield. It operates from the village hall and serves the surrounding area. Accommodation consists of a large hall and a smaller room and the pre-school make occasional use of an outside area. They frequently use the local school playground for outside activities.

There are currently 36 children from 2 years 6 months to 5 years on roll. This includes 18 funded 3 year olds and 7 funded 4 year olds. The setting currently supports children with special educational needs and English as an additional language. The group opens 09:30-12.00 three sessions a week and 09:30-13:00 one session a week, for the older children, during school term time.

There are 4 full-time members of staff who work with the children. Both the leader and deputy hold relevant childcare qualifications. The other two members of staff are experienced in working with young children and attend short training courses on a regular basis.

The pre-school is a member of the Pre-school Learning Alliance. It receives support from West Sussex Early Years and Child Care Partnership and liaises closely with the local primary school.

How good is the Day Care?

Harting Village Pre-School provides good quality care for children. The pre-school have a clear management structure and effective procedures for the recruitment, appointment and induction of new staff. The operational plan is implemented in practice and children are effectively supported by qualified and experienced staff. Good use is made of space and resources to ensure children have independent access to all areas of learning and can move freely and in safety within the pre-school. The environment is welcoming to parents and children and displays and

photographs provide opportunities for children to share their experiences and achievements. Documentation is detailed and well maintained, with one minor amendment to be added, and effective systems are in place to share policies and procedures with parents.

Staff are vigilant about children's safety and share responsibility for ensuring health and safety policies are implemented. They teach children about the importance of keeping safe and promote good standards of hygiene. They use snack times effectively to talk about healthy eating and promote children's independence. Staff value all children and encourage them to participate in a wide range of activities and experiences. Effective systems are in place to support and fully integrate all children into the pre-school. Staff have a good knowledge of child protection issues, although need to develop their understanding of local procedures.

Staff provide children with a balanced range of interesting activities promoting development in all areas of learning. Children show high levels of confidence and independence and interact well with staff and their peers. Staff use praise and encouragement to boost children's confidence and self-esteem and help them feel valued.

The relationship between the pre-school and parents is very positive and they are actively encouraged to be involved in the running of the group through many different ways.

What has improved since the last inspection?

Not applicable

What is being done well?

- Dedicated staff work well as a team and are supported by a strong pre-school committee. Staff are active in identifying their own training needs and are encouraged to increase their skills and experience through attending a wide variety of training sessions and workshops.
- Staff know the children well and have a good knowledge of their individual needs and home circumstances. They make good use of routines and activities to discuss home and family life and develop positive relationships with both the children and their parents.
- Interaction between staff and children is very good. Staff question children effectively encouraging them to think about things, express their imagination and contribute their own ideas. They praise and value children, increasing confidence, and encourage independence, which has a positive impact on the relationships they develop with their peers.
- Children with special educational needs and English as an additional language are fully included into the pre-school. Staff work closely with parents, the local primary school and other professionals to ensure children make progress in all areas of learning. Effective systems are in place to identify targets and monitor and review children's achievements and

progress.

- Excellent systems are in place to support parents when settling their child into pre-school. Information is shared and discussed, both verbally and in written form, to ensure that children's individual needs can be fully met. Parents are provided with good quality information about the pre-school through the prospectus, notice boards and regular newsletters. They are encouraged to play an active role in the pre-school for example by participating in the parent rota system and becoming part of the pre-school committee.

What needs to be improved?

- existing documentation, to include times of arrival and departure of visitors
- knowledge and understanding of local child protection procedures.

Outcome of the inspection

Good

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	Record the times visitors arrive and depart from the premises.
13	Increase knowledge and understanding of local child protection procedures.

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

How effective is the nursery education?

Harting Village Pre-School offers good quality nursery education where children are making generally good progress towards the early learning goals. Children make very good progress in many of the areas of learning.

The quality of teaching is generally good with some very good aspects. Staff have a good knowledge of individual children and praise and encourage them increasing confidence and self-esteem. They show a good understanding of how children learn and have a good knowledge of the stepping-stones. They plan a curriculum across the six areas which helps children make progress in all areas of learning, although plans are not linked to children's assessments across all sessions. Staff question children effectively, although sometimes miss opportunities to extend children and provide sufficient challenges across all sessions. The organisation and availability of resources hinders children's opportunities to be fully independent and express imagination. Relationships between staff and children are very good.

Leadership and management are very good. Management have clear objectives and defined roles and responsibilities. Staff work well as a team, they are clear in their communication and offer one another good support. Effective systems are in place to support, monitor and evaluate both staff and early years practice. The pre-school work in partnership with the local primary school and show a commitment to improving the care and education for all children.

The partnerships with parents are generally good. Parents are well informed about the pre-school, routines and activities provided. They are welcomed into the group at any time and have established positive relationships with staff. Parents share information about their child, although opportunities for them to be actively involved in their child's learning are not fully developed.

What is being done well?

- Management's commitment to improving the quality of care and education. Staff attend regular training and participate in appraisal systems identifying their own strengths and areas in which they need to develop. They meet regularly with the pre-school committee and support one another effectively developing action plans to highlight how the group are addressing gaps within the provision.
- Staff provide children with many opportunities to develop their skills in physical development. Children enjoy participating in a wide range of activities developing co-ordination of gross and fine motor skills. They express imagination freely through music and movement, for example exploring different ways in which animals move, such as sliding across the floor like a snake. Children learn how to keep healthy and recognise the changes that happen to their bodies when they are active, for example the

change in heart beat.

- Spoken language is a particular strength and as a result the children talk confidently in a range of situations. Staff introduce rich vocabulary to children, through planned activities such as exploring the features of a flower, and through free play, for example introducing the names of fruit and vegetables to children in the shop.
- Staff make excellent use of the daily routine and activities to develop and consolidate mathematical concepts. For example, children learn about the concept of using money to purchase items from the shop. They develop their understanding of addition and subtraction through a number of ways, such as counting the children present and comparing the number of girls to the number of boys; songs and number rhymes and recording the number of children who have a pet comparing the different types.
- Children are valued by staff and show high levels of confidence and self-esteem. Staff listen and respond to what children have to say and use open ended questioning to encourage them to make predictions, for example when sharing books.

What needs to be improved?

- the availability and accessibility of resources to enable children to independently access the full range of equipment and express their imagination, in particular with regards to creative activities, tools and equipment and access to natural resources
- the system for planning to ensure it is influenced by children's assessments and sufficient challenges are provided for three and four year old children consistently across all sessions
- opportunities for parents of all children to be informed about and contribute to their child's achievements and progress and how they can extend their child's learning in the home.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. They were asked to improve opportunities for sharing books, developing reading skills and developing children's knowledge of sounds and simple words. Children now explore books with their peers before snack time, which has had a positive impact on the frequency in which they access books throughout the rest of the session. Opportunities for emergent writing are now presented in a number of ways, for example in the role-play area, writing area and naming artwork. The routine of the session and self-chosen play provide opportunities for staff to help children recognise sounds and simple words, such as sounding out the letters in their name.

The pre-school were also asked to develop children's understanding of early addition and subtraction and to provide consistent opportunities to challenge and extend four year olds across the whole curriculum, in particular communication, language and

literacy and mathematical development. Staff provide many opportunities to develop concepts of addition and subtraction, such as comparing the numbers of girls to boys at registration time. Communication, language and literacy and mathematical development are now seen as strengths within the setting. The session for four year olds has been developed to ensure children have opportunities to engage in emergent writing and to increase their understanding of mathematical concepts, although currently children are not challenged consistently across all sessions.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, take initiative and are excited to try new activities. They show good levels of independence and behaviour is very good. They learn to co-operate and negotiate with one another, for example when playing in the shop. Children develop good relationships with staff and their peers and show a caring attitude towards one another. They work well independently; enjoy suggesting ideas when in a group, and show high levels of concentration and good self-esteem.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language is developing well. They use a good range of vocabulary and are confident in linking sounds to letters, for example during name recognition. Children are confident writers and many can write their own names. They have many opportunities to practice emergent writing such as in the role-play area. Children have many opportunities to explore books and enjoy re-telling stories to their peers using descriptive language to express their imagined ideas.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident in counting and many count beyond ten. They have plenty of opportunities to develop and consolidate their understanding of addition and subtraction, for example through number rhymes. Children show a good understanding of shape, number and measurements, for example when using the computer and pouring drinks at snack-time. They confidently use mathematical language during the daily routine, activities and self-chosen play, for example when using money to pay for shopping.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about their local environment through planned topic work, for example visiting the farm and post office and exploring the changes in seasons. They excitedly recall activities and have many opportunities to discuss past and present events. Children have limited opportunities to explore and investigate, and to access natural resources and construction equipment, due to the availability and accessibility of resources. Children learn about their own culture and those of other people.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate a good sense of space and show control and co-ordination through physical activities. They enjoy engaging in music and movement and develop good skills in balancing, jumping and climbing. They are skilled in using a variety of tools, such as paintbrushes, scissors and knives, although the accessibility of these hinders opportunities for them to be fully independent. Children learn about the importance of keeping healthy and follow good hygiene procedures.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children express themselves well in role-play, music and movement and telling stories, however art and craft activities tend to be pre-prepared and adult led. They enjoy exploring with paint and using their senses, although the organisation and availability of resources hinders children's opportunities to be fully independent, express imagination and access the full range of materials. Children enjoy participating in singing sessions and regularly explore sound and 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

- evaluate and improve the organisation and availability of activities, resources and tools to ensure children can explore, become fully independent and develop their creativity
- improve the system for planning to ensure children's assessments are used to provide sufficient challenges for three and four year olds consistently across all sessions.

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.