



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 205700

DfES Number: 536579

INSPECTION DETAILS

Inspection Date	30/11/2004
Inspector Name	Yvonne Victoria Facey

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Haxey Pre School
Setting Address	The Memorial Hall Haxey Doncaster South Yorkshire DN9

REGISTERED PROVIDER DETAILS

Name	The Committee of Haxey Pre School 1017927
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ORGANISATION DETAILS

Name	Haxey Pre School
Address	The Memorial Hall Haxey Doncaster South Yorkshire DN9

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

Haxey Pre-School opened in 1975. It operates from the Memorial Hall within the rural village of Haxey. The setting serves the local area. A maximum of 24 children may attend at anyone time. The pre-school opens five days a week term times only. Sessions last from 9:15 to 11:45 and 12:45 to 15:15.

There are currently 27 children aged two to under five years on roll. Of these 18 children receive funding for nursery education. Children attend a variety of sessions each week.

The group employs five members of staff and one volunteer. All staff hold appropriate early years qualifications. The setting receives support from the Early Years Service.

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

How effective is the nursery education?

Children are making very good progress towards all the early learning goals. Children are happy, confident and enthusiastic to learn through the rich selection of activities and resources provided.

The quality of teaching is very good. Children are achieving as the staff have an excellent understanding of the stepping stones and early learning goals and how children learn. They provide a wide range of exciting, stimulating and practical activities for children. Staff use every opportunity to help children learn. They effectively question children in both planned and spontaneous activities to enable them to think and make decisions. Children have a good relationship with the staff. Successful use of assessment systems and ongoing observations enable staff to record children's progress and plan the next steps in their development. Plans cover all areas of learning and are implemented well. Resources are organised to encourage children's choice and independence. Staff work very well together as a team and are clear about their roles and responsibilities. They communicate well with each other and the children, which further enhances the children's learning.

The leadership and management is very good. Strong leadership enhances the staff's ability to provide good quality learning opportunities to children. Staff have very good opportunities to plan activities together as a team. The management and staff are committed to the continued improvement of the care and education of the children.

Partnerships with parents are very good, relationships have been developed and information given includes newsletters, parents evenings, daily verbal exchanges and access to children's development files. Positive links between home and pre school are in place to ensure parents are involved in their children's learning.

What is being done well?

- Children are motivated well to learn and explore; the environment is very well organised to encourage them to use initiative and develop confidence and independence. Children are confident and happy. They have established good relationships with each other and interact well with staff and other adults.
- Children effectively learn to count, recognise shape, size, numerals and other mathematical concepts. They show very good progress in learning about basic addition and subtraction and solving and recording problems.
- Partnerships with parents are very good. Parents are encouraged to become actively involved in their child's learning and experiences at nursery.
- The accommodation and use of time and resources is very good. The very bright and stimulating environment combined with the presentation and

organisation of accessible activities ensure that children's independence is encouraged and their natural curiosity to investigate and experiment is fostered to a high standard.

- The quality of teaching has a very effective impact on children's learning. Staff ensure that a good range of activities offer appropriate challenges to children, teach them new skills and are available for children to continue to practice and refine skills learnt.

What needs to be improved?

- opportunities for children to access a wider range of information and communication technology

What has improved since the last inspection?

Very good progress has been made since the last inspection;

The organisation of large groups to match children's interests have been addressed effectively. Staff have reorganised how they use the group time and children are now participating with interest and enjoyment.

Staff have improved their understanding of the code of practice on the identification and assessment of special educational needs. There is now a Senco worker and they obtain support and guidance from outside agencies to ensure effective assessment of children with special needs is in place.

Opportunities for children to receive regular vigorous physical activity are now clearly incorporated into the planning. They use dance and movement indoors along with climbing and using bikes. They use the local community for outdoor activity using the playing fields to enable children to run and use large motor skills.

The use of assessments to plan for individual needs in line with the early learning goals have been improved. Observations are now used to ensure that staff are informed of children's progress and next stage of development. These are then used to plan a range of activities that are based on the early learning goals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children have excellent personal and social skills. Behaviour is very good and they respond positively to staff and their peers. They are able to show consideration for others. They take turns, share and listen to others,; they understand expectations and are able to express their own needs. Children are confident and independent. They express a range of feelings and opinions confidently and are eager to take part in activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Three and four year old children's language is developing very well, they express imaginative thinking confidently and speak and listen in group situations. Children have very good access to written text and tools to produce emergent writing, which they do so with increasing skill. They recognise their name, and more able children know the name and sound of many letters. They are developing reading skills, using books and environmental print for information and enjoyment.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy number rhymes, and counting, recognising numbers and using number names accurately up to and beyond ten. They learn to group objects, find totals, to take away and understand more and less. They match, sort, and order, learning about shape and size in everyday practical activities. Children use mathematical language appropriately.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children make very good progress by accessing a wide and varied range of first hand experiences to explore and investigate. They develop a positive respect for their own and other cultures, nature and the environment. They talk confidently about themselves and their families. Children are beginning to develop good skills in using communication and information technology. All children use opportunities to build construct and join materials together with increasing skill.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and safely throughout the environment. They show an awareness of space and others and negotiate obstacles successfully for example, when using wheeled toys and playing games. They develop fine motor control when they paint, practice writing, use scissors and small tools. Children climb and balance and use large equipment safely. They understand the importance of good hygiene and taking care of their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore shape, colour, form and texture in two and three dimensions, making models, painting and designing collage for their own purpose and in planned activities. Older and more able children are very confident in expressing real and imagined experiences in role play. They enjoy music and action rhymes, dancing and respond purposefully when they join in with singing and story.	
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;
- develop children's confidence with a wider range of information and communication technology.

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.