



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109858

DfES Number: 515690

INSPECTION DETAILS

Inspection Date 10/03/2005
Inspector Name Tonia Chilcott

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Chawton Pre-School
Setting Address Chawton Village Hall
Chawton
Alton
Hampshire
GU34 1SB

REGISTERED PROVIDER DETAILS

Name The Committee of Chawton Pre-school 1029796

ORGANISATION DETAILS

Name Chawton Pre-school
Address Village Hall
Winchester Road, Chawton
Alton
Hampshire
GU34 1SB

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

Chawton Pre-School has been in operation for over 15 years and is run by a voluntary parent committee. The building used by the pre-school is Chawton Village Hall, which provides a hall, kitchen and toilets, and an enclosed outdoor area. Outings are taken to the local park and school.

There are currently 14 children from two years to under five years on roll. This includes nine funded three year olds. Children with Special Needs and English as an additional language are supported.

Children attend for a variety of sessions and the pre-school accepts a maximum of 26 children per session.

The pre-school opens five days a week during term times. Sessions are held on Monday, Tuesday, Thursday and Friday mornings from 09.30 to 12.00 with an afternoon session on Wednesday from 12.00 to 14.30.

There are 3 staff, 2 of whom hold appropriate qualifications.

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

How effective is the nursery education?

Chawton Preschool provides acceptable nursery education which is of good quality overall. Children's progress in mathematical development and personal and, social and emotional development is generally good. Children make very good progress in all other areas of development.

The quality of teaching is generally good. Staff's sound knowledge of the Foundation Stage enables them to plan an exciting and stimulating range of activities. There is a system in place to support children with special needs, although it is not wholly effective as key staff are not yet fully trained. An assessment system is used to record children's progress towards the early learning goals and to identify the next steps to help children develop further. Children behave well in response to most staff's expectations and sensitive support. Staff adapt most activities to provide sufficient challenge and opportunities for children.

Leadership and management is generally good. The preschool benefits from clear leadership. Staff are encouraged to attend training and most staff have appropriate training. The staff work well together as a team. There are procedures in place to assess and monitor the educational programme and the setting, ensuring that the group are constantly looking towards improving.

The partnership with parents and carers is very good. Parents are informed about their children's progress towards the early learning goals. They are provided with information about the Foundation Stage and the preschools routines and practice and are fully involved in the setting. Parents are able to contribute to their child's development records if they so wish.

What is being done well?

- The partnership with parents is very good. Staff welcome and encourage parental involvement in their child's learning. There are effective procedures in place to ensure that information is shared regularly with parents about the children's development. Parents are involved in the preschool and regularly help out during sessions.
- Children are developing very good listening skills. They listen attentively to instructions and conversations with staff, including when directions are whispered to them. Children have many opportunities during planned activities and free play to link sounds to letters.
- Staff spend time getting to know the children and fostering good relationships. Consequently children are confident, happy and settled in the preschool.
- Children make very good progress in physical development. They access an

extensive range of stimulating and exciting equipment that allows them to develop their climbing and balancing skills.

What needs to be improved?

- the use of incidental opportunities to extend children's learning further
- the systems to manage children's behaviour consistently
- the systems to identify and assess children with special educational needs and the SENCO's understanding of the Code of Practice.

What has improved since the last inspection?

At the last inspection the preschool was asked to aid children's progression in learning about letter sounds and rhymes. Children now access many opportunities to learn about letter sounds through their play and staff's use of incidental opportunities and resources.

Staff were also asked to give further encouragement to parents and carers to be involved as fully as possible in their children's learning. Parents are now regularly asked for their opinion about the group and have many opportunities to be involved in the day to day operating of the setting. Many parents now regularly help out during sessions.

The setting were also asked to provide ways to develop children's climbing and balancing skills ensuring that all children regularly access the full physical programme. Children now have many opportunities to access climbing and balancing equipment. The assessments of children's development allows staff to monitor all children's access to all areas of the provision.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and have a positive approach to new experiences. Many children display high levels of involvement in activities and some concentrate for long periods at self-chosen activities. Children develop good relationships with other children and adults, and often initiate interactions with others. They work well as part of a group and many are learning to take turns and share. Most children behave well and respond to instructions from staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers and listen well to one another and staff. Many children use language during play to recreate real and imagined experiences. They have many opportunities to link sounds to letters and some children are able to name and sound some letters of the alphabet. Many children enjoy books and many are able to handle books correctly. They have some opportunities to write and learn that English print reads from left to right and top to bottom.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children have many opportunities to experience the use of numbers one to ten. Most children are able to count to ten and some beyond. Some children are beginning to use mathematical language in their play, for instance more or less. Children have some opportunities to calculate, whilst counting one another as an example. Children have some opportunities to calculate and use simple addition and subtraction and some chances to look at the shape of objects.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have many opportunities to find out about features of living things and the world in which they live, for instance with walks around the village. Many children use construction pieces to build and create. They access a range of resources that enables them to find out about everyday technology, for instance with programmable toys. Children have many opportunities to gain an awareness of the cultures and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move freely around the setting with confidence, and negotiate space well when playing amongst one another. Children are skilled at using a variety of construction equipment and frequently use scissors and glue for cutting and joining. They regularly use large pieces of equipment for climbing, jumping and balancing. Children are beginning to show an understanding of staying healthy, most are able to independently wash their hands

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Many children confidently name a wide range of colours and often explore the changes when they mix colour. Children develop their imaginations in a range of role play activities and arts and crafts. They enjoy a variety of well planned activities that enable them to respond with all their senses and explore a range of textures and tastes, for instance when decorating biscuits. Many children enjoy singing simple songs and have regular opportunities to access 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

- Develop further staffs' understanding of the Foundation Stage and how to make best use of incidental opportunities to extend children's learning further.
- Ensure that systems are in place to allow all staff to manage children's behaviour effectively.
- Review the systems to assess and identify children with special educational needs, ensuring that the SENCO has completed appropriate training in order to undertake the role effectively.

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.