



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127261

DfES Number: 513568

INSPECTION DETAILS

Inspection Date	11/03/2004
Inspector Name	Margaret, Ann Sandfield

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Horsmonden Kindergarten
Setting Address	Francis Austen Memorial Hall Back Lane, Horsmondon Tonbridge Kent TN12 8NJ

REGISTERED PROVIDER DETAILS

Name	The Committee of Horsmonden Kindergarten 1034663
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ORGANISATION DETAILS

Name	Horsmonden Kindergarten
Address	Francis Austen Memorial Hall Back Lane, Horsmonden Tonbridge Kent TN12 8NJ

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

Horsmonden Kindergarten opened in 1980. It is a committee run group that operates from two rooms in a wooden building called the Francis Austen Memorial Hall located in the village of Horsmonden. The kindergarten serves the local area and surrounding villages.

There are currently 51 children on roll. This includes 18 funded three-year-olds and 14 funded four-year-olds. The setting currently supports one child with special educational needs and one child who speaks English as an additional language.

The group opens 5 days a week during school term time and summer and Easter playscheme the latter dependent on demand. Sessions are from 09:00 to 12:00 five mornings a week and 13:00 to 15:30 four afternoons a week.

There are currently 10 part time staff. Four staff have early years qualifications to NVQ level 2 or 3 and one staff is currently working towards a recognisable early years qualification.

The setting currently receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP). This is a special needs resource nursery.

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 high standard. Children are making very good progress towards the early learning goals.

Staff have a very good understanding of the early learning goals, enabling effective delivery of a well planned educational and play experience. It is imaginatively resourced and enables children to develop in all six areas of learning.

Leadership and management is very good. The staff team appear very well motivated, which impacts positively on children's play experiences and ensures they are happy, confident, interested, enthusiastic and involved in their play.

Partnership with parents is very good. Staff place a great deal of emphasis on working in partnership with parents, actively seeking parents views and encouraging them to share knowledge of their children's needs. They provide daily information about the provision and the experiences children are receiving. Parental questionnaires confirm parents are highly satisfied with the care and education their children are receiving.

What is being done well?

- Children have clear boundaries and staff are good role models and know children well.
- Children are given very good support in developing their spoken language, actively encouraging responses and extending language throughout the session. This includes gestures and picture cards for special needs children and children who have English as a second language.
- Staff use good questioning techniques, which encouraged children to communicate their thoughts and ideas both in group work and on a one to one basis, sharing confidently events in their own lives past and present.
- Children are provided with a wide range of opportunities to understand that print can be used for a variety of reasons. Staff provided children with many opportunities to recognise their name and are developing a good understanding of the link between sounds and letters. Many children are attempting to write their own name independently.
- Children have very good practical opportunities to develop an understanding of addition and subtraction, providing a permanent maths table containing weighing scales with different size and weight objects. This impacts positively on children's confidence to use mathematical language and mathematical ideas to solve practical problems.
- Children have opportunities to build and construct with a wide range of objects, selecting appropriate resources, tools and techniques to assemble

and join materials. They are given many very good opportunities to explore and talk about objects and materials using all senses.

- Children are given many very good opportunities to learn about their environment and identify features in the place they live and the natural world, talk about these features and compare similarities, differences and patterns.
- Staff provide children with many good experiences to explore a wide range of materials and tools, expressing and communicating their ideas confidently.

What needs to be improved?

- the opportunities for more able children to develop personal independence
- the opportunities for children to maximise computer technology, including opportunities for children to see the outcome of their efforts.

What has improved since the last inspection?

Improvement since the last inspection is very good. The group has:-

Increased range and quantity of multicultural resources. Multi-cultural festivals are incorporated into the planning and celebrated - Holi Wall display.

Identified specific learning intentions for each activity incorporated in short term plans.

Ensured evaluations are made after each activity.

Re-designed the room layout and introduced an investigative area.

Increased more open-ended questioning skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Staff build on children's confidence and self-esteem by being sensitive to their needs and knowing them well. As a result children demonstrate high levels of concentration, relate well with each other and with adults and are interested, enthusiastic and are entirely involved in their learning. Children choose between activities, selecting resources for themselves. However children lack opportunities to take care of their personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children communicate very well. There is a high quality adult to child interaction. Staff give very good support in developing children's spoken language, taking every opportunity to extend their language through good questioning techniques. As a result children communicate their thoughts and feelings confidently, explore new ideas. Children are beginning to recognise and write their name. Children with special needs are provided with alternative prompts.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children demonstrate a sound knowledge of counting, saying, recognising and using numbers in familiar context. Good practical opportunities are provided for children to learn to recognise and say numbers and develop an understanding of addition and subtraction comparing two groups of objects. This is particularly evident with the introduction of a imaginatively resourced maths table. They have meaningful opportunities to use mathematical ideas and methods to solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children extend their understanding in this area through a stimulating range of practical activities. They talk confidently and enthusiastically about events in their own lives and those of others. However children do not have regular access to computer technology programmes. Children have very good opportunities to learn about their environment and identify features in the place they live and the natural world. They talk about these features and compare similarities, differences patterns.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are provided with a wide variety of tools and equipment to develop their manipulative skills. Children move around confidently, imaginatively and safely, in control and co-ordination throughout the sessions, during both indoor and outdoor play. Children are provided with practical opportunities to understand how to take care of themselves, explaining that exercising keeps us warm.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children experience a good range of media and materials whereby they can explore and investigate texture, shape and colour, using all senses. They have a varied range of stimulating opportunities to use their imagination in art, craft and design. Children sing songs and repeat from memory action rhymes with a great deal of enjoyment and enthusiasm. They have a creatively resourced role play corner.	
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:

- introduce opportunities for more able children to develop personal independence
- provide opportunities for children to maximise computer technology skills and for children to see the outcome of their efforts.

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.