



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 205269

DfES Number: 514289

INSPECTION DETAILS

Inspection Date	30/11/2004
Inspector Name	Jane Elizabeth Roberts

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Hallow Pre-School Playgroup
Setting Address	Hallow Parish Hall Main Road, Hallow Worcester Worcestershire WR2 6PH

REGISTERED PROVIDER DETAILS

Name	The Committee of Hallow Pre-School
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ORGANISATION DETAILS

Name	Hallow Pre-School
Address	Hallow Parish Hall Main Road, Hallow Worcester Worcestershire WR2 6PP

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

Hallow Pre-School opened in 1979. It operates from the village hall in Hallow in Worcestershire and serves the local area. A maximum of 16 children may attend the pre-school at any one time. The setting is open each weekday in term time only from 09.15 to 14.45.

There are currently 34 children from 2 years to 4 years on roll. This includes 20 funded 4 year olds. Children attend for a variety of sessions term time only. The pre-school can support children with special needs and who speak English as an additional language.

The pre-school employs nine staff. All of the staff, including the manager, hold appropriate early years qualifications. The setting receives support from an early years development officer from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Hallow Pre-School provides generally good nursery education. Children are making generally good progress in mathematics and knowledge and understanding of the world and very good progress in all other areas of learning.

Teaching is generally good. Staff have a clear understanding of the Foundation Stage stepping-stones and early learning goals. The curriculum is well planned. Children's development is assessed effectively and used to inform the daily and weekly planning very well. However, there are few examples of labelling of activities for children to see and identify, especially numbers. Also children do not have many experiences in everyday activities to explore other cultures and diversity. Staff are proactive in supporting children with special needs and children who have English as an additional language. Resources, including other cultures and diversity are organised satisfactorily and encourage children's independence.

Leadership and management are generally good. There is effective teamwork and management provide good role models, which ensures good communication and contributes to the smooth running of the pre-school. Staff contribute to the curriculum and take responsibility for the assessment of the children's progress. Both management and committee are dedicated to the on-going improvement of the pre-school and providing good quality care and education.

Partnership with parents is very good. Staff work closely with parents, especially when children are settling in and there are regular opportunities to discuss their child's progress. There is a comprehensive range of useful information provided for parents about the setting. However information for parents about the stepping-stones and early learning goals within the setting is lacking.

What is being done well?

- Staff promote learning through play and they encourage children's interest and motivation to learn within the stimulating and well organised free play and focused activities. Children's independence is encouraged, for example they know the routine of the sessions and they help with tasks such as tidying away activities. When children are settling into pre-school, staff are proactive in helping them separate from their parents and gain confidence.
- Children enjoy books and listen to stories well. They enthusiastically join in stories when appropriate and share their favourite storybook from home with the group. Staff provide many resources throughout the activities which encourage children to make marks, for example in the imaginative play area there is a varied range of paper and writing tools and most children are beginning to link mark making with communicating their ideas.
- Through imaginative play children act out their experiences such as when

constructing the 'marble run' they go and prepare a 'snack' and bring it over whilst they talk and negotiate how to build the 'marble run'. They enjoy singing and can remember songs very well, for example, when practicing for the Christmas concert.

- The children enjoy many opportunities both indoors and outdoors to develop their physical skills. The outdoor play area promotes children's ideas to link one activity to another such as making a train and stopping at the station, or using the climbing frame as a house.

What needs to be improved?

- the visual identification and labelling of play and activities including more opportunities for the children to use and see numbers
- the experiences within everyday activities for the children to explore other cultures and diversity
- the information for parents about the Foundation Stage stepping stones and early learning goals.

What has improved since the last inspection?

Generally good progress has been made since the last inspection where weaknesses were identified.

The setting was asked to improve the mathematics programme especially for older children and to develop their problem solving, addition and subtraction and understanding of three dimensional shape languages. They were also asked to make planning more effective and to link assessment to the early learning goals and to planning and teaching. The setting was asked to share this information with parents.

Children are able to build and design three-dimensional objects such as making Diwali lamps and initiate building objects from construction blocks. Through free play and focused activities children are encouraged to solve problems, estimate and count, for example when the children make mince pies and mincemeat for Christmas they weigh the ingredients with the help of the staff. However, there are limited visual displays of numbers throughout the setting.

Planning identifies the stepping-stones and early learning goals effectively incorporating children's needs and development levels. Planning also identifies examples of extending children's play through out the activities. Children's progress is shared with parents, however there are few explanations for parents about what the stepping-stones and early learning goals are.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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All children are developing confidence and are motivated to learn. Staff encourage children's independent such as choosing their own activities and resources and taking care of their personal needs such as toileting and hand washing. Within free play friendships are formed and children help with tasks, for example, tidying away activities. Younger children are supported very well when settling into the pre-school. Children behave well, share, take turns and have a sense of belonging.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children enjoy books and listen to stories well and join in when appropriate. Most children are starting to demonstrate a good understanding of a wide vocabulary and use language to express themselves. During free play children move from the kitchen making a 'snack' to making a marble run and talk about how they are constructing it. Most children recognise their name and are beginning to make marks to convey meaning and showing increasing skill especially when using paint to express their ideas.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are able to learn about numbers through a range of activities and most children confidently use and understand numbers up to ten and above. They show interest and use numbers and solve simple mathematical problems in games and activities such as care bears and linking elephants. However, there are few examples for children to see and use visual images of numbers in everyday activities and free play. Children enjoy and confidently sing numbers songs such as 'Five Speckled Frogs'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are becoming aware of time and can identify future events and recall the past well and enjoy talking to people from the local community. There are many opportunities to design and make three-dimensional objects especially during free play. However, everyday activities provide few experiences to explore other cultures and diversity. Children grow and observe plants and find out how things work such as repairing a tricycle. Most children confidently use a computer and mouse.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children enjoy daily activities especially outdoors, to practice and develop physical skills. They move confidently and show increasing confidence in their large muscle control and spatial awareness such as controlling the tricycles. There are well-organised games and activities and children are developing a good awareness of a healthy life style and diet. All children are starting to use a wide range of tools and malleable materials with increasing skill, particularly scissors and pencils.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are seen confidently playing imaginatively in role-play situations - organising a snack in the kitchen whilst talking about their experiences or dressing in princess costumes. They enjoy singing and can remember songs very well. Younger children talk imaginatively and older children are beginning to express their ideas through artwork. Children explore a wide range of materials that are freely available including play dough, junk materials and lots of paint.

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 the visual identification and labelling of play and activities including more opportunities for the children to use and see numbers
- enhance the experiences for the children within everyday activities to explore other cultures and diversity
- extend the information for parents about the Foundation Stage stepping stones and early learning goals.

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.