



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 127275

DfES Number: 511772

INSPECTION DETAILS

Inspection Date 12/10/2004
Inspector Name Joanne Lindsey Caswell

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ide Hill Pre-School
Setting Address The Village Hall
Ide Hill
Sevenoaks
Kent
TN14 6BX

REGISTERED PROVIDER DETAILS

Name The Committee of Ide Hill Preschool

ORGANISATION DETAILS

Name Ide Hill Preschool
Address The Village Hall
Ide Hill
Sevenoaks
Kent
TN14 6BX

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

Ide Hill Pre-School has been established in the village of Ide Hill, near Sevenoaks, for over 20 years. It operates from the village hall situated on the edge of the village. The pre-school is managed by a committee of parents and serves the children from Ide Hill and the surrounding areas. Children have access to a large hall, a smaller hall and adjoining toilet and hand washing facilities. Staff have access to a kitchen. An enclosed area provides an outdoor play facility.

There are currently 18 children, aged from two to four years, on roll. This includes seven funded three year olds and one funded four year old. The pre-school is experienced in supporting children with special educational needs and children who speak English as an additional language.

The pre-school is open five days a week, from 09:15 to 12:00, term time only. An optional lunch club runs on Tuesday and Thursday, when children can stay until 13:00.

A team of six staff work with the children. Of these, five hold a recognised early years qualification - NNEB, BTEC National Diploma in Nursery Nursing or NVQ Level 3 in Early Years and Childcare. Teaching methods are traditional with emphasis placed on learning through play. The pre-school is a member of the Pre-School Learning Alliance.

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

How effective is the nursery education?

The provision for nursery education at Ide Hill Pre-School is acceptable and of good quality. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff provide a very happy, friendly and caring atmosphere and form good relationships with children. Effective strategies are in place to manage children's behaviour. Teaching methods are imaginative and children are introduced to learning in a practical and fun format. There are some weaknesses in the current system for curriculum planning, particularly for short term plans.

The leadership and management are generally good. A new supervisor has been appointed since the last inspection. Staff work very well together as a professional and supportive team. An effective partnership is in place between the management committee and the staff and differing roles are clearly understood. A clear procedure is in place for the allocation of responsibilities, although staff deployment is not always included in daily plans. At present, there is no formal system in place for staff appraisals, although this is being developed.

The partnership with parents is generally good. Parents receive information about the pre-school on a regular basis and further communication about children's daily activities and progress is available. However, there are missed opportunities for staff to advise parents of ideas to extend their children's learning at home. Staff provide a very welcoming and friendly atmosphere for parents and there are opportunities for parents to assist in the pre-school and become part of the management committee.

What is being done well?

- The relationships between children and staff are very good. Children are very happy and settled and are developing confidence, independence and high self-esteem.
- Staff are professionally qualified and provide a dedicated and supportive staff team. They are dedicated to the success of the pre-school and are committed to making continual improvements.
- Staff provide a very homely, caring, secure and stimulating environment. Children respond very well to the positive atmosphere and they behave very well.
- Children's communication skills are very good. They have a good understanding of letters and sounds and are making very good progress with their writing skills.
- Children's mathematical skills are developing well. They enjoy counting

activities and have a good understanding of a range of concepts, such as colour, shape, size and weight.

- Children's social skills are very well-developed. They are polite, courteous and show care and concern for one another. They play co-operatively, take turns and share resources well.

What needs to be improved?

- the organisation, accessibility and presentation of the book corner to encourage children to develop a keen interest in books
- the opportunities for children to use a wider range of ICT resources
- the opportunities for children to express themselves freely during creative activities
- the planning records, to show a weekly overview of all activities showing clear staff deployment and formal identification of adaptation/extension activities for all focus activities
- the procedures for staff appraisal
- the information for parents to enable them to extend their children's learning at home.

What has improved since the last inspection?

Generally good progress has been made, in addressing the issues raised at the last inspection. The areas for improvement focused on children's writing skills, provision for reading, opportunities to develop maths skills and provision of ICT resources. There were also weaknesses raised in planning.

Good provision is now in place for children to practise writing skills. Children have good opportunities to use writing materials and practise pencil control. Provision is available for children to write during activities, such as role play, and their letter formation is good. This is now a strength of the provision.

There are still weaknesses in the organisation of the book corner. Although there is a good selection of books available, the presentation of the book corner is not inviting or attractive for children and therefore does not encourage children to use it freely and spontaneously. This, therefore, remains a weakness in provision.

Staff have reviewed and developed the programme for mathematics, enabling children to have regular opportunities for counting and solving simple calculation problems. The programme for mathematics now incorporates better opportunities for counting and problem solving, particularly during routine activities.

There are still some weaknesses in the provision of ICT resources. Children do have access to some battery operated toys and equipment, but there is limited provision for children to use a wider range of resources, such as cameras, CD players and

computers. This, therefore, remains a weakness in provision.

There are still some weaknesses in the planning format. Although staff have reviewed the procedures and now ensure that all areas of learning are clearly recorded, the current format does not include a weekly overview of activities, staff deployment and the organisation of resources. This, therefore, still remains a weakness.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident to try new things and interact well with their peers. They show interest and curiosity in their surroundings and are developing care and concern for one another. Children play co-operatively and understand about turn taking. Children are developing some skills in self-care and independence, although there are missed opportunities for children to develop these skills further during routine activities, such as snack time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language to explain their feelings and convey their needs. They have good conversational skills and enjoy discussion. Although children enjoy books, the current presentation of the book corner discourages children from looking at books freely. Children's writing skills are developing well and some children are able to write their names from memory with good letter formation and naming some letter sounds. Good provision is in place for children to practise writing during play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's mathematical skills are developing well and there are good opportunities for children to count and develop their understanding of number value and simple calculation. Well-planned activities enable children to develop their understanding of colour, pattern, shape and sequence. There are resources available for children to sort, match and explore weight. Although children enjoy counting for a purpose, there is limited visual evidence of numbers available for children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate natural materials and enjoy science activities, such as measuring rain fall and planting seeds. They enjoy regular visits, such as to the farm and Beaver world and enjoy regular visitors to the pre-school, particularly as part of the "What is a Job?" topic. Good provision is in place to introduce children to a wider range of cultures and customs. There is limited provision for children to use Information and Communication Technology (ICT) resources.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently and with good control. They develop their co-ordination and balance using apparatus such as the climbing frame and wheeled toys. Provision is in place for children to learn how their bodies work and recognise when they are hot and hungry. Children use small equipment such as scissors, writing materials and rolling pins competently and have opportunities to creatively move to music. There are missed opportunities for children to practise pouring skills at snack time.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children participate in sensory play and enjoy musical activities. They use their imagination and express their ideas creatively to act out routine scenarios during role-play, such as caring for sick dolls. Although children undertake a range of art and craft activities, sometimes their creativity is restricted by some activities being too adult-directed.

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

- review the current system for short term planning, to provide a clear weekly overview of activities covering the six areas of learning. Develop the planning format to ensure that staff deployment and the rotation of resources is clearly stated
- continue to develop and extend the range of ICT resources available to children
- review the presentation and accessibility of the book corner, to encourage children to choose books freely.

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.