



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 127244

DfES Number: 513105

INSPECTION DETAILS

Inspection Date	16/06/2004
Inspector Name	Claire, Alexandra Parnell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hextable Kindergarten
Setting Address	College Road Hextable Swanley Kent BR8 7RH

REGISTERED PROVIDER DETAILS

Name	Mrs Susan Van Der Veen
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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

Hextable kindergarten has been registered since 1993. The provision is committee run.

The pre-school is situated in the St Peter's Church halls in the village of Hextable near the town of Swanley. The group have access to the main entrance hall, both downstairs halls, both upstairs classrooms, the kitchen, toilets and the car park for outdoor play.

The group operates term time only, Monday to Friday, from 09:30 until 12:30.

There are currently 52 children on role. Of these 20 children are funded three year olds and 18 children are funded four year olds. At present there are eight children attending with Special Educational Needs and one child with English as an additional language.

The group employs a team of ten staff, of these four hold relevant early years qualification. seven staff are usually on duty for each session.

The group have support through the Pre-school Learning Alliance and Early Years Advisory Teachers.

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

How effective is the nursery education?

The Hextable Kindergarten is an acceptable provision and is of good quality overall. The children are making generally good progress towards the Early Learning Goals.

The teaching is generally good. The staff use the foundation stage effectively to plan challenging activities for the children. Staff are aware of different levels of learning, differentiating activities to enable children to further their learning. Staff interact with children well joining in play when invited or when necessary. Staff use effective questioning to make children think and wonder why. Through the planning of the premises and resources, all children have opportunities to experience many different achievable activities. The children are interested learners, wanting to know why, how, when and what. They think logically, working through systems to reach a result. They are confident communicators, negotiating with each other, as well as informing adults.

However, the development records hold limited information, with few links between the activities, Early Learning Goals and how it was achieved. Some story times and snack times lack staff interaction. The children's behaviour changes, due to poor interaction and questioning. There is a loss of interest, limited independence to self select and very few learning opportunities for the children.

The leadership and management is generally good. All staff are involved in planning of activities, and evaluating the changes to be made. Staff regularly attend workshops and training to ensure all children and staff benefit from their development. However there are limited opportunities for staff to assess their individual developmental needs.

The partnership with parents is generally good. Continuity is offered to parents with children who have Special Educational Needs. There are daily opportunities to discuss their children's development. However, parents lack opportunities to view their children's displays, particularly upstairs.

What is being done well?

- Staff have a clear knowledge and understanding of the Foundation Stage, Early Learning Goals and stepping stones. They link all areas of learning to all activities throughout the session.
- Children's different stages of learning and development are recognised through effective planning, catering for differentiation within the activities, equipment and challenges offered by the staff.
- The children are progressing well within mathematical development. Through imaginative questioning and planning, the children are learning to count,

compare and measure, using different resources to experiment, explore and investigate. Staff extend challenges for the more able child and simplify for the less able children.

- The children are keen to learn about their own environment as well as those of others, through excellent opportunities and resources. They are independent learners, communicating clearly and confidently with each other and adults. They are developing good skills when using technology, having a clear understanding of what, how, where and why.
- Through positive interaction from staff, all children are confident, working together to negotiate play. They are aware of the need for harmonious play and are willing to try new activities. The more confident children reassure and help other children to gain confidence.

What needs to be improved?

- the structure of story times and snack times to ensure less disruption, more effective behaviour management, fulfilled interest, independence, conversation and learning opportunities
- the assessment and evaluation of individual children's learning, to ensure aspects of learning are linked to the evidence of the children's achievements and progress
- the effective and regular use of climbing equipment within the provision and in the local community, and music and song throughout the structured and free play activities
- the availability of information for parents regarding their children's development.

What has improved since the last inspection?

Improvement since the last inspection is generally good. The group were given four key issues at the last inspection. Most of these have been met, but others still need to be addressed further.

The staff positively question the children to challenge and extend their learning. A pro-active SENCO works with the parents to support and offer continuity between home and the setting. Although self selection is limited within the premises, the staff do offer an excellent range of activities for the children within different settings, covering all areas of learning, these the children can select from, independently. Most children now show a good respect for their environment and the resources offered to them. The staff encourage the children to take care of equipment and to tidy up after themselves.

However, the assessments of the children's learning is limited. The group use tick lists with dates but there is no evidence of how this was achieved. Staff do carry out observations of the children, but these do no link to the tick lists or early learning goals. The children do not have any opportunity to self select or use their

independence skills at snack time to choose their own drinks or snack.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and willing to try new activities and situations, as well as known activities. Some more able children remind others of non-acceptable behaviour and explain why it is not acceptable. Four year olds are aware of their feelings and can openly express these to other children and adults. However, children lack the opportunity to be independent at snack time. During this time some non-acceptable behaviour is not challenged, therefore disrupting other's learning.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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The children are confident communicators, through words and gestures. Some four year olds link words to letter sounds, initially the first sound in the word but some can link to the last sound in a word. Both three and four year olds make marks for a purpose, using the relevant materials for the job, in role play situations. However, children are not encouraged to label their own work independently in free play and creative activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Staff make effective use of mathematical language, engaging children's interest in activities, planned and spontaneous. Children understand the concept of one more, calculating occasionally. Some four year olds calculate using props or in their heads, giving the correct answer to one more or less. Four year olds use appropriate terminology for measuring, shape and space, when using sand and water. They use pro-active thinking to solve problems themselves.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children understand what objects are made of, describing materials needed, how to make it and the effects it has on our lives. Children are interested and intrigued, exploring and identifying similarities and differences, all encouraged by staff's questioning. More able children confidently manipulate the mouse for the computer, to ensure the programme continues. Some are able to select and enter their own programmes. All children experience culture positively through role play and discussion.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and safe movers, using equipment with control and coordination. They negotiate relevant space with others, both indoors and outdoors. They all use small equipment and tools effectively, manipulating tools for a purpose. The staff make good use of the outdoor area, and link planned activities to the outdoor environment. However, there are limited opportunities for children to use large climbing apparatus on a regular basis, particularly within the local community.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use real life situations to re-enact in role play. They act out everyday events and imaginary events that they would like to experience. Children are encouraged to self represent in creative activities, using a good range of resources made available to them. However, children lack opportunities to develop their understanding of music, song and how sound is made within structured and freeplay activities.

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 and implement a more effective structure of story times and snack times to ensure less disruption, effective behaviour management, fulfilled interest, independence, conversation and further opportunities in all areas of learning
- further assessment and evaluation of the individual children's learning to ensure all aspects of learning is linked to evidence of their achievements and progress, ensuring parents are aware of their child's stage of development on a regular basis
- extend opportunities for all children to regularly use climbing equipment within the premises and the local environment, and develop children's understanding and enjoyment of music and song throughout the session.

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.