



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 141824

DfES Number: 537371

### INSPECTION DETAILS

Inspection Date	02/03/2004
Inspector Name	Patricia Oakley

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	TMA Helping Hands Pre-School
Setting Address	2 Church Hill Two Mile Ash Milton Keynes Buckinghamshire MK8 8EQ

### REGISTERED PROVIDER DETAILS

Name	The Committee of TMA Helping Hands Pre-School 1078623
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### ORGANISATION DETAILS

Name	TMA Helping Hands Pre-School
Address	2 Church Hill Two Mile Ash Milton Keynes Buckinghamshire MK8 8EG

## 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

Two Mile Ash helping Hands Pre-School opened in 1999. It operates from a community building that, at other times, functions as a church. It is in a residential area, close to schools and shops. The pre-school serves the local area.

There are currently 45 children from 2 to 4 years on roll. This includes 22 funded three-year-olds and 7 funded four-year-olds. Children attend for a variety of sessions. Some of the children have special needs, and the group supports some children who speak English as an additional language.

The group opens for 5 days a week during school term times. Sessions are from 9:15 until 11:45

Six full time staff work with the children, and 4 other workers provide cover for staff training, sick leave, and the like. Two staff have early years qualifications. Three staff are currently on training programmes. The setting receives support from the Pre-school Learning Alliance.

The pre-school is a community group, and is managed by a committee that includes some of the parents of children who attend.

## 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 TMA Helping Hands Pre-school is of good quality overall. Children are making generally good progress towards the early learning goals. Provision for personal, social and emotional development, knowledge and understanding of the world and physical development is well-planned and children make very good progress in these areas.

The quality of teaching is generally good. Staff have a sound knowledge of the early learning goals. Children respond well to the clear expectations set by staff, relationships are good and children behave well. Staff plan an interesting and stimulating range of well resources activities, although those to support the exploration for some areas of music are insufficient. Children are enthusiastic and independent learners. They work well together in groups and independently. Staff give clear explanations and question children effectively to extend learning. Opportunities for writing do not always challenge older and more able children. Effective systems are in place to support children with special educational needs. Staff assess the children's learning against the early learning goals and use this to plan what children should do next although the plans do not always detail the focus of learning or differentiate for 3 and 4 year olds.

Leadership and management are very good. The new supervisor is establishing good partnerships with staff and parents. There is effective support from the management committee. All staff are involved in planning the education programme. The pre-school effectively assesses it's strengths and weaknesses and use this to improve the provision. Staff are well supported to attend training.

Partnership with parents and carers is very good. Parents regularly spend time talking to their child's keyworker exchanging information about their progress and how they can be involved in their child's learning. A comprehensive notice board keeps parents informed of activities and event.

### What is being done well?

- Staff provide a caring, secure and well planned environment in which all children are enthusiastic and motivated to be independent learners.
- Children respond well to the expectations set by the staff, they behave well, are confident and take part in all activities. They choose activities for themselves and enjoy their learning
- Staff use observations and assessment of children's progress to develop learning activities.
- Regular monitoring and evaluation of the activities by the staff ensures improvements in the educational programme is on going.

- The good partnership with parents and carers, effective communication and high quality information help children settle into the group and enable parents and carers to support their children's learning.

#### **What needs to be improved?**

- the extension of planning to include differentiation and the focus of learning;
- regular opportunities for writing and sentence making in which older children can use their knowledge;
- regular exploration of sound and music.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection.

The book corner has been developed and a wide selection of books are now available. Staff members regularly sit in the book corner and read to the children. Daily story time is used to introduce a variety of books and staff show the children how to enjoy them.

More practical situations are provided to help children learn to link sounds and letters. They recognise their name on arrival and use letter sounds to describe the weather and record the days of the week.

Greater use is now made of planned and spontaneous activities in mathematics. There is also a trolley from which children can choose mathematical resources. These are developing children's skill in mathematical ideas such as counting and addition and subtraction.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, independent learners who are motivated to learn. They are keenly interested and enthusiastic, and willing to try new ideas. They work well together in groups and by themselves. Children concentrate well. Their behaviour is good. They show an understanding of the consequences of their actions and patiently take turns with the activities. They enjoy learning about other cultures through visits from parents to explain events like Japanese Girls' Day (Hinamisture).

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well with each other and adults. They enjoy listening to stories and add their own ideas about what will happen next. They understand how books work and recognise familiar words well. They develop their imagination through role play. Older children write their own names using name cards however there is insufficient opportunity to write for different purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children recognise numbers and confidently count objects to ten and beyond as they count each other at registration time. Songs with a number theme are sung with gusto and activities such as sand and water play help them compare shape, size and quantity. They make patterns but opportunities to use mathematical ideas to solve problems are not always challenging for the older and more able children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Stimulating topics and activities such as the owl visit develop children's interest and give first-hand experience of investigation and design. The good questioning skills of adults encourage the children to ask questions about why things happen and how things work. They have a sound sense of time and a developing understanding of other cultures as well as their own. Children use the computer to support their learning.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children enjoy a range of physical activities including a climbing frame and wheeled toys which give them good spatial awareness skills. They move with confidence. Planned activities challenge and help them develop manipulative skills, balance and control. They have a clear understanding of changes to their bodies after running around for example and understand the importance of staying healthy.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
A good range of activities help children explore different materials and mediums to make models and pictures. Children's imagination is well developed through role play, story and art work. They respond with enthusiasm to the experiences and enjoyed tasting Japanese sweets. Singing is included in the routine however there are insufficient opportunities to explore sound and make music.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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 planning to clearly show differentiation for 3 and 4 year olds and the focus of learning;
- plan and provide more opportunities for writing to encourage more able children to use their language skills to write simple sentences;
- extend creative activities to include regular exploration and enjoyment of sound and music.

*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.*