



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 108056

DfES Number: 510451

INSPECTION DETAILS

Inspection Date 16/03/2004
Inspector Name Judith, Mary Butler

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name White Hill Pre-School
Setting Address White Hill
Chesham
Buckinghamshire
HP5 1AG

REGISTERED PROVIDER DETAILS

Name Mrs Deborah Jane Chamberlain

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

White Hill Pre-School first opened over 30 years ago. It operates from a room within the White Hill Community Centre. The pre-school have access to a play room, kitchen and cloakroom facilities. An outdoor area is available for use. The pre-school serves families from the local surrounding area.

There are currently 13 children on roll. This includes 8 funded 3 year olds. The setting accommodates children with English as an additional language and special educational needs.

The pre-school opens five days a week during school term times. Sessions run from 09:15 until 12:15 each day. Children attend for a variety of sessions.

There are currently four staff members employed to work directly with the children. Half of the staff hold relevant early years qualifications and a further staff member is working towards a qualification in early years. The setting receives support 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?

White Hill Pre School provides acceptable nursery provision which is of good quality overall. Children make generally good progress in mathematics, physical and creative development and very good progress in all other areas of learning.

Teaching is generally good with some weaknesses. Most staff have a sound awareness of the Foundation Stage. Planning shows the expected learning outcomes, resources and group size of children. Deployment of staff is not recorded in the planning. Evaluation takes place but does not record if the expected learning outcomes have been achieved. Staff are aware that the children attending are at the start of the Foundation Stage and provide support and extension activities. These are particularly effective for the more able children and children with English as an additional language. Staff treat the children with kindness and respect; children are well behaved and most are able to share toys and resources. Children enjoy the range of activities provided and staff reinforce children's learning with the use of consolidation techniques and questioning.

Leadership and management are generally good. The owner is committed to building good relationships with the staff and has identified individual staff's strengths and weaknesses. Staff work well together as a team and are clear about their roles and responsibilities within the setting. Regular staff meetings are held and these are used to plan future themes, discuss children's progress and identify training needs. An appraisal system is in place but has yet to be completed with the staff.

Partnership with parents is generally good. Parents receive information about the group and are requested to complete an entry profile on their child. Verbal information is exchanged regarding children's progress at the beginning and end of the session. A formal method of informing parents about their child's progress and recording their comments has yet to be introduced.

What is being done well?

- Children are happy and settled at the pre-school, they relate well to each other and adults and enter the pre-school confidently. They are developing their independence skills and are able to select the toys and resources they wish to use.
- Most children are able to recognise their names and some recognise the names of other children. They are offered a variety of activities to practise their emergent writing and mark making skills and are beginning to write recognisable letters.
- Staff are very aware that many of the children attending are on the start of the Foundation Stage. Planning in place includes support and extension

activities to meet the needs of all children attending.

- Staff make very good use of the available space, resources and time to provide children with a varied range of interesting and fun activities.

What needs to be improved?

- developmental records and profiles, to ensure that they are clearly dated and parents are formally invited to view the records with staff and record their comments
- evaluation, to monitor and record the activities provided to ensure that the expected learning outcomes have been reached
- creative play, to ensure that planned art activities are not adult led and allow the children to freely express themselves with the materials provided.
- planning, to ensure that the deployment of staff is recorded within the planning documents

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection.

Observations undertaken are now clearly dated by the key workers. Profiles have just been introduced and a system of dating these has yet to be established.

Planning in place identifies the key learning objectives planned and support and extension activities for children.

Children are provided with a range of tools and materials to mark make and practise their emergent writing within the everyday routines of the pre-school, for example they are encouraged to write their names on art work and pencils and paper are provided in the home corner.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate well to each other and adults, they are able to leave their main carer with ease and enter the pre-school confidently. They are developing their independence skills. Many are able to select the resources they wish to use and work alone at a number of tasks. Staff form good relationships with the children, using praise and encouragement throughout the daily routine. Children are well behaved and most show co-operation towards each other.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff encourage and extend children's language and communication skills at every opportunity. New words are introduced and sounds and letters are included within the everyday activities. Children are able to recognise their names and are beginning to form recognisable letters through the opportunities offered to them to make marks. Children enjoy stories and most are able to sit and listen; they enjoy the visual props used, for example the animals in the 'Little Red Hen'.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Many children are able to count up to five and more able children count beyond nine and are beginning to recognise numerals from nought to nine. Staff use the available space to display resources to support children's knowledge of numbers. Children are beginning to use mathematical language within their play for example bigger, smaller when playing with the playdough. Activities are provided to extend children's understanding of shape and size, for example the different sized farm animals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children experience a variety of activities and materials to learn from first hand experiences and aid them in using their senses, for example making the play dough and bread tasting. Children talk with confidence about events that have happened at home and are beginning to learn about different cultures and traditions. Children enjoy construction toys and are developing their design and making skills through the range of materials provided including sand, dough and recycled materials.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move around the pre-school room with confidence, they are able to negotiate both fixed and moving objects. Staff make good use of the available space and time to provide the children with a range of activities within the daily routine. Children are developing their hand eye co-ordination and small motor skills through the range of activities and resources available to them. Children are developing confidence in their use of tools within the range of activities provided.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children respond to new experiences and are developing a 'have a go' approach. They are provided with a range of activities and resources within the pre-school session. Children express themselves freely through the role play and dressing up resources available to them. Planned art activities are often adult led and do not allow the children freedom of expression. Children enjoy music, movement and singing and participate with enthusiasm.

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

- ensure developmental records and profiles, are clearly dated and parents are formally invited to view the records with staff and make their comments
- develop evaluation processes, to ensure that the activities are recorded and monitored and the expected learning outcomes have been reached
- ensure that the art activities planned are not adult led and allow the children the opportunity to freely express themselves.

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.