



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 110184

DfES Number: 518701

INSPECTION DETAILS

Inspection Date	15/10/2004
Inspector Name	Anne Munro

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Hayling Community Pre-School
Setting Address	Mengham Infant School St Mary's Road Hayling Island Hampshire PO11 9DD

REGISTERED PROVIDER DETAILS

Name	Hayling Community Pre-School 1056814
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ORGANISATION DETAILS

Name	Hayling Community Pre-School
Address	6 Selsmore Avenue Hayling Island Hampshire PO11 9PB

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

Hayling Community Pre-School has been registered since 1985. The group operates from a classroom in Mengham Infant School on Hayling Island, Hampshire. Hayling Community Pre-School serves the local community and is run by the pre-school committee.

Hayling Community Pre-School is registered to care for 24 children and there are currently 50 children from 2 years to 5 years on roll. This includes 41 funded 3-year-olds. Children can attend for a variety of sessions. The setting currently supports a small number of children with special needs. The group receives support from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-school Learning Alliance.

Hayling Community Pre-School opens Monday to Friday from 09:30 to 12:00 and 13:00 to 15:30 in term time. The group offer a flexible 09:00 start and a lunch time session from 12:00 to 13:00.

One full-time member of staff and 10 part-time staff, including an administration assistant, work with the children. Six members of staff have early years qualifications to NVQ level 2 or 3 and one is currently working towards NVQ level 3.

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

How effective is the nursery education?

The provision of nursery education at Hayling Community Preschool is acceptable and of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Experienced and well-qualified staff have sound knowledge of the early learning goals and all contribute to planning a stimulating range of activities. Keyworkers operate an effective system of assessing and recording children's progress and have very good knowledge of children's individual abilities. Staff use appropriate teaching methods, asking questions and initiating discussion to develop learning. They are particularly good at engaging children's attention and developing concentration, and at encouraging children to be independent. They use praise and encouragement to re-inforce good behaviour, and liaise with other professionals to ensure that special needs are addressed.

Leadership and management of the setting is very good. An active committee of parents provides strong support to the staff. As well as giving practical help, they take responsibility for finance and for employment. A formal system of staff appraisal is in place and staff are supported in accessing ongoing training. The supervisor provides strong leadership, ensuring that staff are effectively deployed and confident about their roles and responsibilities. Committee and staff together continue to evaluate provision and have plans to further develop the preschool.

Partnership with parents is very good. Parents receive good information about the group and its activities and are encouraged to be involved in their children's learning. They are able to discuss their children's development with keyworkers and to contribute to records of progress. They are involved in the management of the group and join in fundraising and social events.

What is being done well?

- Children's personal, social and emotional development is particularly good. They sit quietly and listen attentively when appropriate and are able to concentrate on activities for quite long periods. They move confidently between activities, making choices and showing good levels of independence.
- Staff plan exciting topics to stimulate children's learning about the community in which they live. They make good use of the local environment and liaise closely with the school in sharing resources.
- Staff have very good understanding of children's abilities and needs. They work closely with parents in assessing and recording progress and use their knowledge of individuals in planning activities to promote their learning.

- Partnership with parents is very good. Parents are made welcome in the group and they are encouraged to share in their children's learning, contributing resources and practical help. They are involved in the management of the group and their fundraising efforts have enabled an extension to be built to the premises, ensuring that provision can continue to develop and improve.

What needs to be improved?

- children's access to information technology
- the display of books.

What has improved since the last inspection?

Improvement since the last inspection is very good. The preschool was asked to "provide more opportunities for children to become aware that writing can be used to communicate". Staff use signs and labels to introduce children to written words. They scribe children's captions to their work and encourage them to use emergent writing in role play situations, for example writing shopping lists in the shop. They display reference books relating to the current topic and encourage children to use them.

The group was also required to "enhance the programme for mathematics by planning more opportunities for children to use developing mathematical ideas and methods to solve practical problems". Staff now include counting and simple calculation throughout activities, for example counting children in groups, deciding where there are more or less, calculating whether they have enough pieces of fruit or need more chairs. They have developed role play in the shop to promote the use of number and include trips to the local supermarket in their plans.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children come confidently into the group and settle quickly into their chosen activities and familiar routines. They are able to sit quietly and listen attentively. They relate confidently to adults and play well alongside other children, learning to take turns and share. They are developing good levels of independence in their personal care and in choosing activities and resources. Staff use praise and encouragement to foster children's self-esteem and to re-inforce their good behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children enjoy books and stories but have limited opportunities to choose their own. They learn to recognise their written names, and staff use signs and labels to introduce them to other written words and to the links between sounds and letters. Three year olds attempt to write their names and use emergent writing skills in their imaginative play. They are becoming confident speakers as staff constantly engage them in conversation, introducing new vocabulary and developing language skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are confident in counting to five and some much further, as staff make counting an integral part of most activities. Three and four year olds can recognise numerals and use simple calculation in their daily routines. They use a variety of resources to sort into shape, colour and size, and to practise mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about their environment from visitors and from walks in the local area. They investigate natural objects and plant and watch things grow, recording their experiences in art work. They design and build with recycled materials and construction toys. They use simple technology to support their learning, such as tape players and battery operated toys, and occasionally use a computer. They talk about significant events in their lives and are introduced to other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children develop good spatial awareness, manoeuvring ride-on toys around the outside area and joining in imaginative movement sessions in the hall. They use a climbing frame, balancing beams and soft play equipment to develop control and co-ordination, and practise new skills with small apparatus such as balls, beanbags and hoops. They show increasing manipulative skills with a range of tools including pencils, scissors and brushes, and in playing with small world and construction toys.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children learn about colour, texture and shape using a variety of techniques and media including painting, collage, printing, drawing and modelling. They use percussion instruments to explore sound and rhythm, and move to music and join in songs and rhymes with enthusiasm. They use imagination and act out their experiences in the shop and home corner and in planned role play situations.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- opportunities for children to use information technology
- the book corner, to encourage children to choose and look at books in comfort.

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.