



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 254094

DfES Number: 500412

### INSPECTION DETAILS

Inspection Date	24/11/2004
Inspector Name	Lesley Gadd

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hainford Pre-School Learning Alliance
Setting Address	Hainford Village Hall Hall Road, Hainford NORWICH Norfolk NR10 3LX

### REGISTERED PROVIDER DETAILS

Name	The Committee of Hainford Pre-School Learning Alliance Charity Comm 1033185
------	--

### ORGANISATION DETAILS

Name	Hainford Pre-School Learning Alliance Charity Comm
Address	Hainford Village Hall Hall Road, Hainford NORWICH Norfolk NR10 3LX

## 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

Hainford Pre-school opened in 1963 and operates from a village hall in Hainford, near Norwich. A maximum of 26 children may attend the group at any one time. The pre-school is open Monday, Wednesday, Thursday, Friday from 09:30 to 12:00 during term-time. The children have access to an outdoor play area.

There are currently 23 children aged from 2 to 4 years on role. Of these 12 children receive funding for nursery education. Children and families who attend travel from the local area.

Children with special educational needs are welcome at the group.

The group employs four staff who have gained the required NVQ level 2 and 3 qualification or equivalent in early years. The group receives advice and additional support from the Early Years Development and Childcare Partnership (EYDCP).

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

### **How effective is the nursery education?**

Hainford Pre-school provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their communication, language and literacy, mathematics, physical and creative development is particularly well planned and they make very good progress in these areas.

The quality of teaching is generally good. Staff manage children well and have good relationships with them. They work efficiently together and encourage the children to enjoy the wide range of activities. The qualified and experienced staff team have a sound knowledge of the foundation curriculum, however the timetable within the session does not consistently support the younger children in consolidating their learning. Staff have comprehensive systems to observe children, record their progress and identify their next steps for learning, but this information is not always used effectively within planning to support the children in having appropriate challenge, showing initiative and learning about the lives and cultures of others.

The leadership and management of the group is generally good. The staff and supportive committee, have clear aims for the children and work well together as a team under the leadership of the supervisors. An appraisal system is in place to support staff and they intend to begin evaluating the provision with the support of the link teacher. All personnel involved with the group are committed to offering a high quality learning environment to the children.

The partnership with parents is very good. Parents express confidence in the staff and have access to useful information, giving details of the six areas of learning, and short term planning. They are encouraged to share in their children's learning by providing items to support topic work, attending sessions and contributing to the children's learning story assessments. In this way they are fully informed about their children's progress.

### **What is being done well?**

- Staff ensure they spend time with each child in order to help them feel valued. As a result, the children are secure within the group and confidently engage in exploration and learning.
- Children make good use of the role play area which is well planned by staff and adapted to compliment planned projects. This fosters the children's imagination as they explore the roles of toy shop assistant and post office worker.
- Staff make good use of puppets and prompts within story sessions to support children's learning. The availability of real toys to hold and feel during the story of 'Kipper and his toy box' helps to maintain the children's interest.

- Partnership with parents is very strong. Staff ensure parents are given many opportunities to be involved in the sessions and develop their knowledge of the children's activities. Information is shared with parents on a daily basis at the beginning and end of the session, through the notice boards displayed in the entrance hall and regular newsletters. Parents express their satisfaction with their children's care and education.

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

- use of assessment information, within planning, to support the children in having appropriate challenge, showing initiative and learning about the lives and cultures of others
- the timetable, within the session, to support the younger children in their play and learning.

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

Generally good progress has been made since the last inspection on the two points for consideration. The group were asked to develop multi-cultural resources and increase opportunities for dance and drama.

The group have purchased some multi-cultural resources to develop children's awareness of others, such as Chinese eating bowls for the role play area. They have not yet reviewed their planning to incorporate projects about others lives and cultures and as a result this becomes part of a key issue for this inspection.

Children have regular opportunities to enjoy music sessions with a visiting parent who plays a guitar and sings with the children. Additional opportunities have been built into the planning system for children to experience dance and action songs.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
------------	----------------

Children are confident, happy and secure with a positive approach to learning. They eagerly take part in focussed activities and choose what to play with from the variety of opportunities offered. They patiently wait for their turn when using glue and share resources when role playing in the toy shop reception. Friendships are in place and children are caring and well behaved. They are able to put on their coats independently, however they have too few opportunities to show initiative.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
------------	-----------

Children readily talk and communicate with adults and each other, sharing experiences from home. They are learning to recognise their names as they self-register and are very well supported in learning about sounds and letters through everyday activities. Stories are offered in small groups and children are stimulated to enjoy books, through staff's good use of puppets and prompts. Children make good use of writing within play to record toy orders and some competently write their name.

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
------------	-----------

All children show confidence in counting to ten and beyond. They use numbers in meaningful activities, such as counting children and through songs. Older children are introduced to problem solving in play with toy bears and they learn enthusiastically about volume, weight and measure when pouring beans and lentils into bottles to make skittles. Children comment on large and small balls and are encouraged to look at shape and patterns through activities, such as sorting various beads.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
------------	----------------

Children are given many opportunities to learn about change when looking at the seasons, growing seeds and monitoring their progress. Activities such as making bread and finding out why it rises develops their questioning skills. They enjoy designing with a range of construction toys and are confident in their use of technology with computers and telephones. Too few planned activities are offered to develop children's understanding of others lives and cultures.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children move freely indoors and outdoors, they run up and down the field and use ride-on toys skilfully. They have regular opportunities to climb, balance and develop their skills in catching and throwing. Children are developing an awareness of their bodies through projects about clothing for different weathers and healthy snacks for refreshments. They use small tools competently when cutting, painting and modelling play dough.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children participate enthusiastically in music sessions, singing with their voices in loud and soft sounds. They have free access to craft materials to explore colour and construct in two and three dimensions. They are starting to create their own representations of things such as fish for the underwater display. A stimulating role play area positively encourages the children's imagination as they explore the roles of a toy store assistant and post office worker.

**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**

- make full use of assessment information within planning, to support the children in having appropriate challenge, showing initiative and learning about the lives and cultures of others
- continue to review the timetable within the session to support the younger children in their play and learning.

*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.*