



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 507968

DfES Number: 514220

INSPECTION DETAILS

Inspection Date	15/03/2004
Inspector Name	Lynne Elizabeth Lewington

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Candover Valley Pre-School
Setting Address	Preston Candover School Alresford Road, Preston Candover Basingstoke Hampshire RG25 2EE

REGISTERED PROVIDER DETAILS

Name	The Committee of Candover Valley Pre-school
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ORGANISATION DETAILS

Name	Candover Valley Pre-school
Address	c/o Preston Candover Primary School Alresford Road, Preston Candover Basingstoke Hampshire RG25 2EE

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

Candover Valley Pre-school opened in 1993. It operates from one room attached to Preston Candover School in the village of Preston Candover. They have access to toilets and their own fenced play area. The pre-school serves the local community. There are currently 22 children on the roll from 3 to 5 years on roll. This includes 22 funded 3 and 4 year olds. Children attend for a variety of sessions. Currently no children have special educational needs and there are no children who speak English as an additional language. The group opens five mornings a week during school term time. Additional afternoon sessions are offered in the summer term. Sessions are from 09.30 until 12.00. Eight part time staff are employed, three have childcare qualifications. The setting receives support from the Early Education and Childcare Partnership and the Pre-school Learning Alliance.

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 Candover Valley pre-school is acceptable and of good quality. Children are making generally good progress towards the early learning goals. Progress in personal social and emotional development, physical development, knowledge and understanding of the world and creative development is very good. Staff provide good role models to the children consequently the children are kind to others and behave well. Children have opportunities for a full range of physical activities everyday. Communication language and literacy, and mathematical development are generally good. Children enjoy group activity and story time; they take part in the story and help by calling the register. Books and mathematical resources are not always used to their full potential.

Teaching is generally good. Staff support the children well as they play and learn offering continuous praise and encouragement. Planning, assessment and observation are used effectively to ensure individual children's learning is reinforced during play. Opportunities are missed to include mathematical concepts in some activities. Carpet time provides a fun learning time that requires a little more organisation to ensure all children benefit from the opportunities offered.

Leadership and management is generally good. There is close co-operation between the staff, who work hard to make the pre-school a warm welcoming place for the children and their parents. The committee are supportive and enthusiastic, staff are encouraged to undertake training and appraisals are completed yearly. The good quality reading resources are not displayed or used well.

Partnership with parents and carers is very good. Parents are kept well informed of their child's progress. Plans are clearly displayed informing of current activities and themes. A newsletter keeps parents up to date with future plans and items they can provide to support learning.

What is being done well?

- Children have opportunities for physical development in every session both in and outdoors. They make good use of the climbing frame developing physical abilities and showing concern for others who are using it. The range of table activities offers the children opportunities to develop their skills with scissors, brushes, pencils and tools.
- Each child's personal, social and emotional development is encouraged well. Staff give individual attention to children encouraging and praising their attempts at activities and taking interest in what they have to say. This builds self-esteem and confidence to try new activities.
- Planning covers a wide range of interesting themes enabling the children to learn and explore the world around them. Visitors to the setting give the

children opportunities to have hands on experiences. The farm visit enabled the children to stroke, feed and look at the behaviour of the animals.

- A creative resource stand has recently been included in the setting, this encourages the children to independently choose materials and create their own creations.
- Staff form very good working relationships with parents, they make parents feel welcome in the setting and share information about the child's development. Parents form the committee and support the setting by providing items and fund raising.

What needs to be improved?

- children's use of books, children should be able to clearly see book covers and titles, have access to story and reference books and be encouraged to use the area independently or with adult help
- children's access to labels around the setting including their own names
- children's access to mathematical resources including matching, sorting, pattern making, weighing to increase their understanding of mathematical concepts
- carpet time activities to ensure that all children are encouraged to participate and listen to others, ensure that all children can see and are not distracted.

What has improved since the last inspection?

Candover Valley pre-school has made very good progress since the last inspection. The setting was asked to improve the system to monitor assessment of progress and attainment and enhance physical development. The child's key worker maintains observational records on all areas of learning; these are clear and well maintained. Observational notes are added to the child's folder in each area of learning, and information is transferred to a stepping stones sheet. Parents are informed of their child's progress both informally and formally. The partnership between parents and key worker enables problems to be identified and addressed.

The children have access to a large climbing frame in the classroom at every session, they use the outside play area where they have both hard and grass area. The school playing field and playground can also be used sometimes. The children use trikes, hoops, balls with confidence. They have access to a range of activities that encourage fine motor movement skills, including brushes, scissors and pencils.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate confidently to each other and adults. They behave well and share toys and resources. Staff are sensitive to the needs of the children and foster their independence appropriately. All children are greeted individually as they arrive and depart from the pre-school. Children are encouraged to care for their environment and tidy away after activities. Children's awareness of other cultures is developed appropriately they learn about Chinese New Year, Divali and Christmas.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate and express themselves well, showing pleasure, excitement and frustrations. They enjoy stories and the use of visual props to support the story. They independently use paper and pencil in the home corner and when playing shops, making marks on the paper to represent lists and names. Some children can write their own names, however, opportunities are missed for more word recognition around the pre-school. Children do not make use of the good quality books that are available.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently both individually and as a group. They are beginning to recognise the numerals that represent quantity and the helper writes the date on the board each day. They match and count items at snack time. Some children show an awareness of shape, position, and size when using small world play and construction toys. Access to items to sort, sequence, and compare are limited. Opportunities to expand mathematical concepts are sometimes missed by staff.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk confidently about events in their personal lives and are becoming aware of cultures and traditions. Children are confident in design and making skills and use a good range of new and recycled materials. The children are developing skills with the computer, which support learning. They learn about the living world by activities relating to the weather, space and animals. Attractive displays and photographs act as a record of the children's learning.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children have daily opportunities to access the outside play area and a climbing frame indoors. They are able and confident at climbing, over, under through, balancing, throwing a ball and riding trikes. Many of the children are able to control pencils, scissors, paintbrushes and pour water and sand, using a good range of activities to develop their manipulative skills. Children's independence skills are increasing.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children experience a good range of resources and activities to explore a variety of media and materials. They express their ideas, thoughts and feelings using two and three dimensions, colour and texture with painting, play dough, collage, role-play and small world play. A range of creative craft materials have recently been made available for children to use freely encouraging their own creative abilities.	

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

- increase children's access to the book area, encouraging children to independently use books for stories and reference
- increase access to mathematical resources to encourage matching, counting, sorting, weighing and making repeating patterns
- plan carpet time activities to ensure that all children are encouraged to participate and listen to others, ensure that all children can see and are not distracted.

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.