



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY268241

DfES Number: 515146

INSPECTION DETAILS

Inspection Date 31/03/2003
Inspector Name Anne Barnsley

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Heckington Pre-School
Setting Address Howell Road
Heckington
Sleaford
Lincolnshire
NG34 9RX

REGISTERED PROVIDER DETAILS

Name The Committee of Heckington Pre-School 1035549

ORGANISATION DETAILS

Name Heckington Pre-School
Address Heckington Pre School
Howell Road, Heckington
Sleaford
Lincolnshire
NG34 9RX

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

Heckington Pre-school is a committee-run provision that has been established for over 20 years, moving to its new premises in the grounds of St Andrew CE school in 2003. The premises comprise one large play room, with toilet and kitchen facilities leading off this. There is access to an enclosed outdoor play area which is shared with the Reception class of the school. Children attending the pre-school are drawn from the village and the surrounding rural area.

The group is registered to care for no more than 26 children aged from 2 years, to under 8 years at any one time. It is open between 8.30am and 3.30pm, Monday to Friday, during term time, and for additional weeks during school holidays by arrangement with the Committee. Learning is based on the Montessori education philosophy.

The pre-school employs 8 members of staff. Of these, 5 hold a recognised child care qualification. The setting receives support from the Early Years Development and Childcare Partnership, and is a member of 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 children are making good progress towards the early learning goals.

The teaching in this playgroup is good. The staff interact in a caring and purposeful manner and place high emphasis on encouraging children's independence and self esteem. Adult focused activities are organised in small groups of 4/5 children. The children are encouraged to explore and to problem solve for themselves although adult support is readily available if a child requests assistance. Staff recognise and praise all efforts and achievements regardless of how minor. Staff record examples of children's achievements during activities and share these with the other staff members to ensure that planning for individual children will be purposeful and set accurate levels of challenge.

The overall management of the pre-school is the responsibility of a parent committee. The partnership between the committee and the staff works well. There is a clear definition of roles and this enables the child care staff to focus on providing a positive learning environment.

The parents are provided with good information about the setting and are encouraged to visit the group with their child.

Parents are invited to participate in their child's learning by sharing information about their child. Staff have recently introduced a home/pre-school diary for a two way exchange of information. This assists staff when planning sessions with key workers.

Parents are invited to parents evenings and can have confidential discussions about their child's learning. Parents are also invited to complete a form detailing any specialised job they do or skill that they have and may wish to share with the group.

What is being done well?

- Children are independent and confident.
- Children negotiate and problem solve without adult intervention.
- Children learn a sense of responsibility for themselves, each other and for their belongings.
- Children communicate confidently and are encouraged to think independently.
- Children have good opportunities to practice writing and have good exposure to reading materials.
- Children have good exposure to mathematical concepts, language and implementing these into every day experiences.

- Children have good opportunities to explore and investigate nature and living things.
- Children are involved in a good range of topics that teach them about the world and society we live in.
- Children have good daily opportunities for active physical play .
- Children have good exposure to music, instruments and singing.
- Children enjoy singing and do so spontaneously.
- Children have regular movement sessions.
- The playgroup is well resourced with creative materials.
- Staff maintain good observational records of achievement for all children's individual achievements.
- Staff praise and acknowledge all achievements and efforts.
- Planning is effective and sets accurate levels of challenge for individual children.
- Staff have good questioning skills and encourage children to explore, problem solve and to be independent.
- Parents are provided with good information about the group.
- Parents are invited to share information about their child and are kept informed about their child's progress.
- Parents are welcome to assist in the group if they have a skill that they wish to share.
- Clearly defined delegation of roles.
- Good partnership and team work.
- Staff make regular observations of children's achievements and progress and plan an effective programme that sets realistic challenges in all areas of learning.

What needs to be improved?

- To further develop children's individual records to show how a child will be progressed and any particular teaching method that may be used to achieve this aim.
- To further develop evaluations to show how the children are grouped, how staff are deployed, what resources are being used and what needs to happen next (if anything) to progress the activity.

What has improved since the last inspection?

Good progress has been made with the key issue from the previous inspection.

Since the last inspection the staff have introduced a High Scope approach to teaching. Plans have been further developed using the High Scope principles and key experience sheets to observe and record what the children are doing and to assist with planning activities to progress them in all areas of learning. Home to pre-school dairies are now used so that parents may be more involved with their child' s learning and staff have daily planning sessions.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are independent and confident. Children negotiate and problem solve without adult intervention. Children learn a sense of responsibility for themselves, each other and for their belongings.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate confidently and are encouraged to think independently. Children have good opportunities to practice writing and have good exposure to reading materials.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have good exposure to mathematical concepts, language and implementing these into every day experiences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good opportunities to explore and investigate nature and living things. Children are involved in a good range of topics that teach them about the world and society we live in.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have good daily opportunities for active physical play . Topics and general conversation enable children to learn about their bodies and how they work. Children learn about healthy eating and the importance of practicing good hygiene. Break time offers children healthy food options and they are encouraged to assist with ensuring that the tables are clean and set out for break time.

CREATIVE DEVELOPMENT

Judgement: Very Good

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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:

- To further develop children's individual records to show how a child will be progressed and any particular teaching method that may be used to achieve this aim.
- To further develop evaluations to show how the children are grouped, how staff are deployed, what resources are being used and what needs to happen next (if anything) to progress the activity.

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.