



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN 109460**

**DfES Number: 584550**

### **INSPECTION DETAILS**

Inspection Date      11/03/2004  
Inspector Name      Caroline Bishop

### **SETTING DETAILS**

Day Care Type      Full Day Care  
Setting Name      Herstmonceux Preschool  
Setting Address      Village Hall  
                            Hailsham Road, Herstmonceux  
                            Hailsham  
                            East Sussex  
                            BN27 4LH

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Karen Hathaway

## 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

Herstmonceux Pre-school has been operating as a sessional group since 1998 and is now operating for a full day. It operates from the village hall on the outskirts of the village. The group has access to the small hall and use of an outdoor area.

The group is registered to provide 24 places for children aged between two and five years. The register includes funded three and four-year-olds. Children attend a variety of sessions each week.

The group opens five days a week during school term times. Two sessions will run during the day between 08:30 until 15:30 and children have the option of attending part or whole day.

Six full/part time staff work with the children. All have early years qualifications or are attending training.

## 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 Herstmonceux Pre-School is of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Children are motivated to learn by a well-planned, stimulating range of activities. Plans are clear and used well to support children's learning. When children work individually with staff appropriate challenges are planned ensuring children make progress, but not all group activities identify how to extend learning for more able children. Some opportunities to compare numbers are missed. Effective systems are in place to support children with special educational needs. Children are listened to and receive a positive response when they ask for help. Their thinking is challenged by the adults effective use of questions and explanations. Children respond positively to staff's high expectations and their behaviour is very good. Children take part in a range of well organised activities and groupings. There is an effective and comprehensive assessment system that shows individual children's progress along the stepping stones. Observations are used well in future plans to extend children's learning.

Leadership and management is very good. The manager has a clear vision and high expectations for the quality of education. She regularly identifies areas for improvement and ensures that ideas are implemented, which provides continued improvement. Regular staff reviews identify training needs and there are good written staff development plans. The manager has good links with other professionals who provide advice and support.

Partnership with parents and carers is very good. They are well informed about what children are learning, with informative newsletters and details of themes and plans. Parents are kept up to date with children's progress with written progress reports and parent consultations. They help their children's learning by contributing towards activities.

### What is being done well?

- Good planning clearly identifies what children are intended to learn. Plans are used well by staff to help children progress in their learning.
- Interesting, practical activities motivate children to participate, concentrate and extend their learning.
- Children express themselves well and develop very good language and communication skills.
- Children learn about the natural and living environment. They explore, investigate and experiment with a variety of natural objects and substances such as the 'growth' project, how seeds grow.

- Staff talk effectively to children about what they are doing and encourage them to think and to develop an interest in the things around them.

**What needs to be improved?**

- opportunities for children to compare numbers in everyday situations.
- some plans which lack detail of how to challenge more able children.

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

The Pre-school has made very good progress since the last inspection.

A new assessment system has been devised and is now in place. It now provides a comprehensive, manageable and successful system which covers all six areas of learning and gives a clear guide to children's progress along the stepping stones.

Children now take part in a range of practical mathematical activities which has a positive effect on increasing and extending their knowledge of number operations. Children act out number songs which helps them to learn about addition and subtraction. Specific planned activities with individual children help them to build their understanding of number operations. These activities are adapted for children at different stages of development to ensure all children make progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children arrive happily, choose activities confidently and shy children are well supported. Children behave well; they sit quietly at registration time, work well together and ask for help when they need it. Children are motivated and respond positively, expressing themselves well and showing a range of feelings and responses to activities. Children build good relationships with each other and with adults. They develop good personal independence and show consideration for others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing very good language and communication skills. They interact well with each other and with staff, talk about what they are doing and ask questions. All children begin to use and recognise letter sounds in words, and recognise their own names. More able children learn to recognise an increasing range of words. All children develop writing skills and learn to write their own names. More able children practise copying other words and label their work with their names.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children learn to count and recognise an increasing range of numbers confidently. They show a developing awareness of addition and subtraction in everyday situations, and specific planned activities help to extend more able children's learning. Children use mathematical language, comparing tall and short objects while drawing, for example. They match objects when playing board games, and talk about progression in size using puzzles. Children do not always compare numbers in everyday routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world, doing experiments to find out what plants need to grow and how they drink. They explore differences and changes, pouring water down a guttering pipe at different gradients, predicting and talking about what happens. They take things apart to find out how they are made, build well using construction equipment and use the computer independently. They learn about differences in the past and present, and investigate the local environment.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move around freely, safely and confidently. They show good spatial awareness, moving together well doing circle games. Well-planned physical activities each session enable all children to learn to use a range of equipment and to refine skills. They show developing control and co-ordination when moving a ball between cones with their feet, using stilts and throwing balls on to a target. Children handle small objects and tools with increasing control. They learn good personal hygiene.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use their imagination well throughout sessions. The role-play area is well used and staff join in to extend children's play and imagination. Children talk about what they are doing, expressing their ideas and feelings confidently. Children explore their senses, talking about the feel of cotton wool, and express their emotions when mixing flour and water. Children explore sound, rhythm and volume using instruments, and learn a variety of songs that support learning in other areas.

**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:
- Use everyday situations and routines to encourage children to compare numbers.
- Continue to improve plans to ensure all focus activities show how staff can provide more challenge for more able children.

*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.*