



**Office for Standards  
in Education**

## **NURSERY INSPECTION REPORT**

**URN EY227780**

**DfES Number: 546215**

### **INSPECTION DETAILS**

Inspection Date	18/01/2005
Inspector Name	Lindsey Wright

### **SETTING DETAILS**

Day Care Type	Sessional Day Care
Setting Name	Harebreaks Preschool
Setting Address	The Harebreaks Watford Hertfordshire WD24 6NF

### **REGISTERED PROVIDER DETAILS**

Name	Mrs Karen Wright
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## 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

Harebreaks Pre-school opened in 1973. It operates from two rooms at the North Watford Methodist Church. The Pre-school serves the local area.

There are currently 36 children from 2 years to rising 4 years on roll. This includes 17 funded three year olds and there are no funded four year olds. Children attend for a variety of sessions. The group currently supports a number of children with special needs and children who speak English as an additional language.

The group opens 09:30am to 12:00noon, Monday to Thursday and between 12:30pm to 2:45pm on Monday, Tuesday and Thursday, term time only.

Nine part time staff work with the children and one volunteer and student are in place. Three staff have early years qualifications. One member of staff is currently on a training programme. The setting receives support from a teacher 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?

The provision for nursery education at Harebreaks Pre-school is of good quality overall. Children are making very good progress towards the early learning goals within personal, social and emotional development, knowledge and understanding of the world and physical development, and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff have an appropriate understanding of the early learning goals. They plan weekly topics which include all aspects of the early learning goals, although some areas need to be included more frequently. Staff provide challenge for children through open ended questions and are beginning to extend the activity for the older and more able child. Staff have built trusting relationships with children. They encourage children to try new activities, all children are fully included in the setting and activities and resources offered reflect the wider community. Staff set appropriate boundaries that children respect. Staff fully support children in their chosen activities, children are grouped appropriately. Staff are maintaining assessments on each child's progress these are used to inform future planning.

Leadership and management of the pre-school is generally good. An established staff team is in place. Regular staff team meetings are organised to discuss planning and children's progress. Staff are committed to improving the setting.

Partnership with parents and carers is generally good. Parents are provided with information about the setting, its provision and detail about the groups curriculum. Parents feel well informed about their children's progress.

### What is being done well?

- Children are developing positive personal and social skills, they work alongside each other, share and take turns. They enthusiastically participate in varied activities.
- Staff provide one to one attention to all children on a regular basis. This is apparent particularly during reading sessions and creative activities.
- Children's knowledge and understanding of the world is effectively included within the curriculum plans. They look at how things work and can change. Children are learning about the many different cultures and beliefs within their community and the wider world.
- Children's physical development is fully supported through a wide range of planned activities and resources.
- Staff are committed to continually improving the setting by evaluating their practice.

<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● opportunities for children to link letters with sounds and calculation through daily activities</li></ul>



<b>What has improved since the last inspection?</b>
The setting has not received a nursery education inspection previously.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children arrive happily accessing resources and activities independantly. They sit and listen at circle time and are confident to offer their own suggestions. Children show a sense of achievement when correctly matching on the computer. They take turns in mixing the play dough ingredients. Children work in small groups in the sand and shop play and enjoy large group activities. They behave well and show kindness to others.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children listen with interest to stories, they enjoy books and use them appropriately. They are confident to talk about their family and home. Children identify their name card at snack time, however there are missed opportunities to explore letters and linking sounds. They have opportunities to explore mark making and write cheques in their shop play. Older children write their names on work.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count the number of children present at circle time. They count four fingers and find the number four. Children recognise two numbers the same. Children use the till to add numbers in the shop play. They recognise numbers displayed on coins. Children can differentiate between big and little. They explore shapes on computer games and puzzles. There are limited opportunities for children to explore calculation within their practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children can observe the weather and identify the days of the week. Children mix the play dough ingredients observing change in texture and colour. They construct and assemble objects and observe how they work. Children effectively use the ICT equipment and programmable toys to support their play. They talk about people and events in their home life. Cultures and beliefs are explored through topic work.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with increasing control and co- ordination during a singing and movement session. They can stretch their bodies and pretend to clean their teeth. Children push the shopping trolley and are able to negotiate space. They discuss how there body feels in cold weather and by rubbing their hands together makes them warm. Children use knives, rolling pins and paint brushes appropriately during activities. They confidently climb and balance using large equipment.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children can explore colour, texture, shape and form with the play dough ingredients. Children listen to a music tape playing at tidy up time. They explore musical instruments using shakers loud and fast, quietly and slowly. Children use their imagination well in role play, they buy and sell vegetables in the shop. They show enjoyment at pouring the sand and painting their hands. However opportunities to explore musical instruments and sound on a regular basis are limited.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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**

- Extend children's opportunities to link letters with sounds and calculation through planned activities and daily routines

*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.*