



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 511086

DfES Number: 538582

### INSPECTION DETAILS

Inspection Date 19/10/2004  
Inspector Name Marilyn Joy

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Hamble Village Preschool  
Setting Address The Memorial Hall  
High Street, Hamble  
Southampton  
Hampshire  
SO31 4JE

### REGISTERED PROVIDER DETAILS

Name The Committee of Hamble Village Preschool

### ORGANISATION DETAILS

Name Hamble Village Preschool  
Address Old Memorial Hall, High Street  
Hamble  
Southampton  
Hampshire  
SO31 4JE

## 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

Hamble Village Pre-school is a committee-run pre-school which opened in 2000. It serves the local area.

There are currently 43 children from two years to five years on roll. This includes 32 funded three-year-olds and 5 funded four-year olds. Children attend for a variety of sessions. There are a small number of children with special educational needs. There are no children currently attending who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 9.30 until 12.00 Monday to Friday, and 12.30 until 15.00 on both Tuesday and Friday afternoons.

There are seven members of staff who work with children. There are four who have early years qualifications. The group also employs an administrator. The setting receives support from a teacher/mentor 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?

Hamble Village Pre-school provides high quality nursery education which enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have a secure knowledge of the early learning goals and use this knowledge well to provide a rich and stimulating environment where children enjoy learning. A challenging and well-balanced programme of activities, as well as an extensive range of resources, engages children's interest and supports their progression in all areas of learning. Staff have a sound knowledge of children's stage of development although written records do not always reflect this. Staff form easy and trusting relationships with children. They have a good understanding of behaviour management and model positive behaviour throughout their daily practice. All staff extend children's language and understanding effectively. They respond spontaneously to learning opportunities whenever they arise. Support for children with special educational needs is very good. Staff liaise with parents and professionals and attend further training in order to meet children's individual needs.

Leadership and management is very good. A dedicated and dynamic leader supports an enthusiastic staff team. Team working is given a high priority which is evident in the smooth operation of the sessions. The committee promotes parental involvement and provides support for staff to enhance their skills with further training. Regular monitoring and evaluation of the education provision contributes to the continued development of the pre-school.

Partnership with parents is very good. Parents are provided with a wide range of information about the pre-school, its routines and the curriculum. Verbal and written reports keep them up-to-date with their child's progress and next steps for learning. Parents value the friendly relationships with staff and the opportunity to exchange information on a regular basis.

### What is being done well?

- Strong leadership and management provides a sound foundation for children's learning and enables high quality care and education to be provided.
- Partnership with parents is given a high priority. Parents are recognised as the prime educators and their involvement is actively sought.
- A well-planned and well-organised learning environment is provided where children have opportunities to experiment, explore and investigate. Stimulating resources are used well to provide challenges in all areas.

- Experienced and qualified staff use their knowledge of individual children well to ensure activities are presented at the right level and enable them to make progress. They move between activities with ease, introducing concepts and ideas during incidental play.
- The enthusiasm of staff is mirrored in the enthusiasm of the children. They enjoy learning and are making very good progress in all areas of learning.

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

- written records to reflect staffs' very good knowledge of children's achievements
- more opportunities for children to recognise familiar words and numbers.

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

Very good progress has been made since the last inspection. The pre-school was asked to ensure children who are ready to start writing their names have a wider variety of practical activities to help them. Opportunities for writing are available on a daily basis in the role-play area, creative and writing areas. Children attempt writing and making marks. Some write their names on the wipe board whilst others make marks during role-play.

They were asked to develop the assessment system to include more detail. Detailed observations record what children can do and these are used to assess children's progress and plan their next steps in all areas of learning.

The pre-school was asked to employ techniques to develop all children's concentration in large groups. Most staff are involved in circle time and are ready to support individual children and help maintain their interest. Where appropriate, alternative activities are offered for example for children with special educational needs or younger children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, curious and have a positive disposition to learn. They have time and space to focus on activities and become engrossed in activities, such as making playdough models. They arrive confidently and form sociable relationships with staff and each other. They learn to take turns and work co-operatively. Children are becoming aware of what is right and wrong and behave well. They develop independence during daily routines and in choosing activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing confidence in communicating with others, including children with special educational needs. Many talk about what they are doing and engage in conversations with others. Children enjoy stories. They are beginning to link sounds and letters when learning to recognise their name and the letter of the week, although there are few words or numbers displayed. They have many opportunities to experiment with writing and mark-making for example during role-play or painting.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are interested in numbers. Many count confidently and are beginning to recognise some numerals. They enjoy number rhymes and recognise how many left when taking one away. They learn about shape, space and measure through a variety of practical activities such as construction and making puzzles. Staff take advantage of unplanned opportunities to introduce mathematical language and concepts such as comparing the size of the skittles and describing shapes children have drawn.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are interested in the world around them and are introduced to the wider world through topics such as countries. They are encouraged to ask questions and investigate. They consider why things float and how things change, for example when cooking or melting ice. They build and construct using a variety of objects and experiment with different methods for joining and assembling. They become aware of past and present when looking at life cycles and talking about what they did yesterday.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are developing increasing control over their bodies. They move confidently indoors and outdoors ensuring there is enough space for what they want to do. Many are skilled at riding bikes and negotiating a safe pathway. They balance, jump and attempt throwing and catching. They are becoming aware of healthy practices such as washing their hands. Staff encourage conversations about healthy eating and how their bodies work. Many use a wide range of tools and equipment competently.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

A stimulating environment is offered where children can express themselves freely. Children explore different media and materials such as paint, collage and sand. They have time to complete what they are making and cut it up if they want to. Their work is valued and praised. Children enthusiastically join in with familiar songs and rhymes. They explore sounds when playing musical instruments. There is a well-resourced role-play area where children can develop their imaginative play.

**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:*

- develop written records to ensure they reflect staffs' very good knowledge of individual children and their achievements
- provide more opportunities for children to recognise familiar words and numbers by using labels in the environment.

*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.*