



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 250053

DfES Number: 533801

INSPECTION DETAILS

Inspection Date 17/03/2005
Inspector Name Sharon Waterfall

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hampton in Arden Pre-School
Setting Address Scout & Guide HQ
Shadowbrook Lane, Hampton in Arden
Solihull
West Midlands
B92 0DQ

REGISTERED PROVIDER DETAILS

Name The Committee of Hampton in Arden Pre-School

ORGANISATION DETAILS

Name Hampton in Arden Pre-School
Address Scout & Guide HQ
Shadow Brook Lane, Hampton-in-Arden
Solihull
West Midlands
B92 0DQ

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

Hampton in Arden Pre-School group has been registered since 1993. It is based in the Scout and Guide premises, located close to the village. The group operates within one large hall and has access to a kitchen, toilets and a grassed outdoor play space. Children attending are mainly from the local community.

There are currently 19 children on roll; of these 10 are funded three year olds. Children attend for a variety of sessions. The setting supports children with

Special educational needs and those who speak English as a second language.

The group opens four days a week, Monday, Tuesday, Wednesday and Friday during term-times. Sessions are from 09.30 - 12.15.

There are a total of five staff working part time with the children, all staff hold relevant childcare and teaching qualifications. A mentor teacher from the Early Years Development and Childcare partnership supports the setting.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Hampton in Arden Pre-School provides a warm and welcoming environment with a range of stimulating activities that enable children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, as well as their communication, language and literacy, is particularly well planned and they make very good progress in these areas.

The quality of teaching is generally good. A core staff member is responsible for planning and involves and guides other staff in facilitating the educational provision, with differentiation identified within planning and used well by knowledgeable staff. Though there are adult and child led activities, children often only access those activities supported by staff, which can limit their access to certain areas of the curriculum and extension of their own abilities. Adult led activities are clearly introduced and staff use open questioning and discussion to ensure children understand most new concepts. Assessment of children is ongoing; they link into the stepping-stones and support children's next steps in learning. Children with identified special educational needs are encouraged to fully participate in the activities. Children respond well to set routines, with continued focus, particularly in large group activities.

Leadership and management are generally good. The new staff team is now consistent and work well together, though delegation of specific roles and responsibilities for staff and formal management could be further developed. A programme of staff development has been implemented through ongoing training. Evaluation of the provision is carried out through assessment and many new procedures have been adopted that support good practice within the setting.

The partnership with parents is very good. Information regarding current themes and activities are displayed weekly, enabling parents to understand how they can support their children's learning at home.

What is being done well?

- Children sit well and concentrate during whole group sessions; staff show a good awareness of keeping group times short and interesting. Use of props for stories gives children more focus and they enjoy joining in, asking and answering questions.
- Children have free access to books and are encouraged during the routine to look at them. Children hold them the correct way, turn pages and some are relating the words to the story itself, but use picture clues and memory to recall and retell favourite ones.
- Staff use excellent strategies to promote good behaviour and acceptable social skills. They give children clear and consistent boundaries and the

children are responding well to new routines. The staff's calm and polite manner sets a very good example for children.

- Communication with parents has been a priority, they now receive information on a weekly basis of activities, themes and songs, are asked for information regarding children's progress at home and receive basic progress reports. They are thoroughly involved in children's learning and their views and opinions are valued.

What needs to be improved?

- the extension of child initiated play, to encourage children to further concentrate on self-chosen tasks and benefit from their own achievements
- the development of children's imagination within free creative activities.

What has improved since the last inspection?

Not applicable, as this is the first inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children sit quietly in group activities, use of props for songs and stories are effective in focusing children's attention and aids their concentration. They respond well to new routines and co-operate during tidy up times. Their social skills are developing, with sharing and turn taking rules being used independently by children. They are keen learners, are excited to get involved with activities and older children now stay on self-chosen tasks for longer periods of time with adult support.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Books are looked at during the daily session; children hold them and turn pages correctly. Picture clues are used with memory to retell favourite stories. Many are confident at joining in with story and group conversation times, freely talking about events that are familiar to themselves. They recognise their names from cards, with older children being able to recognise initial letters. Mark making activities are provided daily and older children are beginning to form recognisable letters.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's understanding of numbers is reinforced as they take part in tasks such as working out the date and counting how many children are present daily. Simple calculation is used in number rhymes and guessing how many are left. Older children are beginning to solve problems of size and capacity through their play. Many children can count to 10, with older children going beyond. Children's recognition of numerals is not fully extended.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Use of the local environment and regular visitors give children knowledge of their community and the people within it. Children learn about concepts of time by learning days of the week and by talking about significant events in their own lives, such as growing from babies. They are beginning to investigate their surroundings, growth, mini beasts and changes to water. Activities to celebrate festivals and differing cultures are planned, though in some circumstances could be more fully developed.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are set challenges to develop their physical skills both indoors and out, climbing skills could be further developed for older children. Children listen well to instructions during movement and music sessions. The children have opportunities to go under, over and through tunnels, they are developing ball skills and staff support younger children well, by holding a hand as they jump or standing close when throwing balls. Hand eye co-ordination is developed through a range of equipment.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children join in enthusiastically in singing sessions, using their imaginations as they pretend to be animals or on a bear hunt. They clap simple rhythms such as their names and listen to the different sounds of instruments. The role-play area enables children to imitate familiar situations such as being at home or going to a café. All senses are used to investigate texture, smells and sounds. Children lack opportunities to access free creative materials.

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

- Key Issues:
- Develop resources and activities to develop more of a balance of adult supported and child initiated play. To encourage children's focus and concentration, on completing self chosen tasks and developing their independent play.
- Provide further opportunities for children to freely express their imaginations and ideas within creative activities, including more independent access to a range of materials and mediums.

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.