



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 318086

DfES Number: 511450

INSPECTION DETAILS

Inspection Date 01/11/2004
Inspector Name Ingrid Pine

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hatchell Wood Pre-School
Setting Address Plumpton Park Road
Doncaster
South Yorkshire
DN4 6SL

REGISTERED PROVIDER DETAILS

Name Hatchell Wood Pre School 1029726

ORGANISATION DETAILS

Name Hatchell Wood Pre School
Address Plumpton Park Road
Cantley
Doncaster
South Yorkshire
DN4 6SL

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Hatchell Wood Pre-School opened in 1993 and is a voluntary run group. It operates from a classroom in Hatchell Wood Primary School and served the local community. A maximum of 24 children may attend the group at any one time. It is open each weekday from 09.00 until 11.30, term-time only. There is an outside area which is suitable for outdoor play.

The group cares for 24 children aged between 2.5 years and 5 years. Of these, 20 children receive funding for nursery education. The setting offers support for children with special needs and who speak English as an additional language.

There are a total of six members of staff. The majority of staff hold or are working towards a relevant childcare qualification.

How good is the Day Care?

Hatchell Wood Pre-School provides good quality care for children. There is a detailed operational plan in place containing relevant policies and procedures that underpin the day to day running of the day care. Staff are experienced and there is a commitment to an on-going programme of training. Space is well organised and children have access to a broad range of equipment and resources. Staff work well together as a team to ensure the care, safety and welfare of the children is paramount. The environment is clean, warm and welcoming to children and parents.

There is high awareness of health and safety procedures and children have a mostly good understanding of hygiene routines. Children throughout the setting are happy and settled. They receive constant support and reassurance from staff. There is a good range of play materials which is age appropriate and mostly meet the children's needs. Activities are well planned to give the children new experiences and encourage them to learn more. Behaviour throughout the setting is very good. Children have clear boundaries and positive behaviour is praised and encouraged.

The setting has an active, supportive parent committee. Trusting and friendly

relationships with parents are evident and they are kept well informed through good verbal and written communication systems.

What has improved since the last inspection?

At the last inspection the group was asked to look at relevant staff qualifications. Since that time all staff have attended relevant training courses and children are now cared for by experienced and appropriately qualified staff.

What is being done well?

- Confident staff work well together as a team and are committed to a programme of ongoing training. They have a good working knowledge of the daily routines, policies and procedures which are individual to the setting.
- Staff have a friendly approach, making everyone feel welcome. Parents are encouraged to liaise with key workers and stay with their children until they are settled. Children enjoy the secure and happy environment. They are confident and have a warm relationship with the staff and each other.
- Good use of displays, informative posters and children's work creates a bright and interesting environment
- Staff manage behaviour effectively. They encourage and value good behaviour in the children. The children relate well to each other and begin to understand the consequences of unacceptable behaviour. The children are considerate towards one another, take turns and share play equipment.
- There are trusting and friendly relationships with parents and carers. They are kept well informed through good communication links which include access to children's files, daily discussions, newsletters and open afternoons.

What needs to be improved?

- the children's hand wash routines before snack time
- the resources and activities to stimulate children's imagination and creativity.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	Ensure resources and activities always promote children's own imaginative and creative skills.
7	Put a routine in place that ensures children's hands are clean prior to snack time.

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

How effective is the nursery education?

Hatchell Wood Pre-School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Staff create a friendly and welcoming atmosphere and children make very good progress in their personal, social, emotional development. They make generally good progress in all other areas.

Teaching is generally good. Staff have a reasonably sound understanding of the foundation stage which has been achieved through working together as a team. They are committed to a programme of training to develop their knowledge and practice.

A range of well-planned and continuous activities ensures children's interest is sustained and they are well motivated to learn. However there are some missed opportunities for children to use their writing skills and to develop individual creativity in art and design.

There is an effective assessment system in place used to evaluate children's progress and inform future planning for the next steps of children's learning.

Behaviour is managed very well. Strong and trusting relationships are evident between the staff and children. They respond well to positive praise and encouragement.

Leadership and management are generally good. There is a high level of support from the committee and a shared commitment towards the improvement of the care and education provided by the group. Partnership with parents is good and they speak highly of the setting. They receive useful information on various aspects of children's development. Parents have access to their children's records and are encouraged to contribute towards these. There is an open door policy and parents have the advantage of having a key worker responsible for their children.

What is being done well?

- Children are effectively encouraged in their personal, social and emotional development and are well motivated towards learning. They are confident, independent and have good relationships with each other and the staff. They work well together in large and small groups.
- Children's health and physical development is well promoted. They have good co-ordination and enjoy movement and music.
- A sense of community is well fostered and children are very secure in their environment.
- Partnership with parents is given high priority and they receive useful

information about the setting and their children's progress. They are encouraged to contribute towards their developmental records.

- There is good support for children from different cultural backgrounds and those whose first language is not English.
- Staff are committed to further training and developing good practice.

What needs to be improved?

- the opportunities for children's free expression in art, craft and design
- the opportunities for children to 'write' letters and numbers freely and independently and practice writing for a purpose.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have accessed training on the foundation stage to increase their skills and knowledge. They have also put in place systems to provide increased opportunities for children to develop their knowledge of, and skills in, recognising and hearing initial letters and sounds.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enjoy coming to the group and are well motivated towards learning. Most children sit and concentrate at group times and confidently express their feelings and ideas. They establish good relationships with each other and play co-operatively. They learn to value their own environment and that of the wider community. Children respond well to the boundaries set for them and consequently their behaviour is good. They are independent and are able to take care of their own personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's language is developing well as a result of good staff interaction. They engage enthusiastically in conversation with staff, each other and when organising their play. Almost all children recognise their own name in print. Some can link sounds to letters but have limited opportunities to attempt writing for a variety of purposes. Children show an interest in stories at group times and enjoy looking at books independently.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children can count reliably up to five and the more able well beyond. Some more able three year olds recognise and use numbers up to five. The more able can make some logical deductions about calculating and know more or less than. Children can recognise and name basic 2D shapes and relate them to shapes in the environment. They observe and use positional language and have a good understanding of shape and size. However they rarely practice writing numbers in everyday play experiences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children investigate and observe patterns and textures in objects and they learn about the natural world through topics on autumn and mini-beasts. They make models and construct train tracks and are developing their skills on the computer and with other everyday objects such as the telephone, clocks and the cooker. They learn about their own culture and traditions and of the wider community. They discuss events in their lives and have a good understanding of their families.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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All children show an awareness of space as they move confidently and safely. They use a range of large and small equipment to develop their co-ordination. They show an awareness of their bodies and what keeps them healthy and helps them to grow, such as eating fruit. They can control their own body movements through music and movement. They develop skills by handling tools and materials such as scissors, paintbrushes and malleable materials within a limited range of activities.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children have regular opportunities to explore colour shape and texture using their senses through planned activities such painting and collage. However they sometimes use pre cut shapes and have less opportunity for spontaneous and free creative expression both in art and design. They explore sounds and rhythm and enjoy singing songs. Children enjoy creating real and imagined experiences through good role play and stories.

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

- increase all children's awareness of the different purposes of writing words and numbers and give opportunities for them to be used practically in every day play experiences
- enhance opportunities for children's free expression in art and craft

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.