



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 206799

DfES Number:

### INSPECTION DETAILS

Inspection Date	01/10/2003
Inspector Name	Helen Clark

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Horsley Woodhouse Pre School
Setting Address	Methodist Church Hall Main Street, Horsley Woodhouse Ilkeston Derbyshire DE7 6AU

### REGISTERED PROVIDER DETAILS

Name	The Committee of Horsley Woodhouse Pre School
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### ORGANISATION DETAILS

Name	Horsley Woodhouse Pre School
Address	75 Barley Close Little Eaton Derby Derbyshire DE21 5EE

## 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

Horsley Woodhouse Pre-School operates from the Methodist Church Hall in Horsley Woodhouse, and serves both the local community and surrounding villages. It is managed by a voluntary committee of elected parents.

There are currently 26 children on roll. This includes five funded three and four-year-olds. Children attend for a variety of sessions. The setting provides support to children with special needs.

The group opens five mornings per week during school term times only. Sessions are from 09:30 to 12:00.

Three staff work with the children at each session, over half the staff have early years qualifications.

The pre-school receives support and advice from the Early Years Development and Childcare Partnership.

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

### **How effective is the nursery education?**

Horsley Woodhouse Pre-School provides nursery education that is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses.

Teaching has some significant weaknesses. Good quality resources are available for children and activity plans cover all areas of children's learning, however staff do not use any observations made on children's progress to plan for their next stage of development. They do not always use their time and resources effectively and many opportunities are missed to develop children's language and thinking, particularly for the older more able children.

Behaviour is managed generally well although not always consistently. Systems are in place to support children with special educational needs or English as an additional language.

The partnership with parents has some significant weaknesses. Parents are provided with information about the setting, but limited information is shared regarding the early learning goals and children's progress towards them. Parents are encouraged to become involved in their children's learning through helping on the parents rota and committee.

Leadership and management is generally good. Good communication ensures staff work well as a team. They welcome advice and support and are keen to improve their practice, however no effective system is in place to monitor and evaluate the educational provision or the staff's professional development.

### **What is being done well?**

- Children's early reading and writing skills are developing well, both three and four-year-olds recognise their own name labels at snack time and four-year-olds write recognisable letters of significant importance such as letters in their names.
- Children enjoy using the equipment provided to develop their physical skills. They manipulate and construct with large and small materials, climb, balance and slide.
- Children's use of information communication technology is good. Children confidently work through computer programmes and games.

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

- the two way flow of information between staff and parents regarding their child's development and their progress towards the early learning goals.

- the information provided to parents about the stepping stones and early learning goals.
- the systems to observe and assess children's progress towards the early learning goals and the effective use of this information to plan for each child's next stage of development.
- the systems to monitor and evaluate the setting's strengths and weaknesses.
- the staff's knowledge and understanding of the early learning goals.
- the staff's ability to fully utilise time and resources to extend children's learning, particularly in mathematics, creative development and knowledge and understanding of the world.

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

Improvement since the last inspection has been limited. The children's access to information and communication technology has improved with two new computers being purchased, however overall there are still weaknesses in children's knowledge and understanding of the world with limited opportunity to explore and investigate how things work.

An effective system has not been developed to monitor the strengths and weaknesses of the setting and this will be carried forward from this inspection.

A system for assessing and recording children's response's to activities, what this tells them about their knowledge and what they need to learn has also not been developed and will be carried forward from this inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children's confidence is developing well and they have an impulse to explore their surroundings. They manage their own personal needs well showing their growing independence. They select equipment available to them to initiate their own play, however they are limited to the activities and resources set out by staff. Children are generally well behaved, four-year-olds are beginning to show concern for others, take turns and share fairly.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Three and four-year-olds listen carefully to stories and enjoy singing, however their attention is often diverted by the younger children in the group and other activities in the room. Children recognise their own names and initial letters and are able to handle books carefully. Four-year-olds write recognisable letters and are beginning to write their own name. Children initiate conversation with adults and children and respond well when introduced to new vocabulary.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children are beginning to recognise and name some numerals, most children count in sequence up to ten. Children do not always have opportunities to solve practical problems or develop their mathematical thinking. Children use some mathematical language in play as they talk about items that are big and little and describe the bubbles getting bigger.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children make good use of the computer and confidently work through a programme or game. Children build and construct with resources made available, although there are limited opportunities for children to independently design, explore and investigate. Children have experience of planting and growing giving them a sense of time and they learn about other cultures and beliefs through the celebration of special occasions and festivals.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move about confidently and safely and most children negotiate space well. Children engage in activities that develop their hand eye co-ordination and they are learning to control and manipulate small objects and equipment. Children have the opportunity to develop their physical skills daily as they run, climb, pedal and balance.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
	Children use their imagination in role play as they act out real experiences such as visiting the supermarket. They create art work in 2 and 3D, they paint, draw and chalk, however this is often adult led with limited opportunity for children to use their own imagination. Children listen and move to various types of music and use instruments alone and to accompany singing.
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- increase staff's knowledge of the stepping stones and early learning goals. Ensure they make full use of everyday activities to extend children's learning, particularly when encouraging children's mathematical thinking and vocabulary.
- provide good quality information to parents about the educational provision. Ensure there are regular opportunities for parents and staff to discuss and record information about their child's development.
- develop a system to monitor and evaluate the strengths and weaknesses of the setting.
- develop a system to assess and record children's progress and use this information to inform planning.

*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.*