



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 122675

DfES Number: 515894

INSPECTION DETAILS

Inspection Date 22/09/2004
Inspector Name Joanne Lindsey Caswell

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name North Holmwood Pre-School
Setting Address The Village Hall
Spook Hill, North Holmwood
Dorking
Surrey
RH5 4EG

REGISTERED PROVIDER DETAILS

Name The Committee of North Holmwood Pre-School 1023910

ORGANISATION DETAILS

Name North Holmwood Pre-School
Address The Village Hall
Spook Hill, North Holmwood
Dorking
Surrey
RH5 4EG

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

North Holmwood Pre-School has been registered since 1984.

The pre-school is managed by a committee and operates from North Holmwood Village Hall, near Dorking, Surrey. Children have access to the main hall and an adjoining smaller hall with toilet facilities available. Staff have access to a kitchen. An enclosed outdoor area is used for outside play and activities. The pre-school serves the local area and children attend from the surrounding towns and villages.

There are currently 22 children, aged from 2 to 3 years, on roll. This includes 12 funded 3-year-olds. The pre-school is experienced in supporting children with special needs. There are currently no funded children present, for whom English is an additional language, although staff have experience in this.

The pre-school is open from Monday to Friday, term time only, from 09:30 to 12:00. Afternoon sessions are offered during the spring and summer term, depending on demand.

A team of four staff work with the children. All staff hold recognised pre-school qualifications. Staff also hold current first aid certificates and have undertaken additional training in child protection, curriculum planning and special needs. Additional staff provide cover for staff absence.

The pre-school is a member of the Pre-School Learning Alliance and has gained accreditation.

How good is the Day Care?

North Holmwood Pre-School provides good quality care. Staff are professionally qualified and work together as a supportive team. They organise the pre-school routine well and ensure children have free access to a selection of activities and play materials. The premises are well-maintained and offer a welcoming environment. All equipment and furniture is of good quality. Regulatory documentation is in place,

although it has not been updated or reviewed recently.

Staff are vigilant regarding children's health and safety and relevant precautions are taken. Procedures are in place to ensure the premises are kept clean and secure. Children's dietary needs are met very well and staff demonstrate commitment to meeting specific dietary requirements. Snacks are healthy and nutritious and children have regular drinks. Anti-discriminatory practice is promoted and all activities are adapted wherever necessary, to meet all children's differing needs. A limited range of differing cultures and customs is incorporated into the curriculum. Staff are very experienced in supporting children with special educational needs and have undertaken further training. Support for children with English as an additional language is developing.

Staff form very good relationships with children. They interact with children very well and clearly understand children's differing needs and abilities. Staff have a very good understanding of the Foundation Stage curriculum and offer children a good balance of play and learning opportunities, both inside and outside. Activities are adapted and extended to cater for children's differing abilities. Children's behaviour is managed well.

Staff develop good partnerships with parents. Information is freely available regarding pre-school policies and curriculum topics. Staff ensure parents are fully aware of their children's progress and achievements and staff exchange information with parents on a daily basis.

What has improved since the last inspection?

not applicable

What is being done well?

- Staff are professional and proactive in increasing their knowledge and skills.
- Staff create a warm, welcoming and homely environment. Good procedures are in place to ensure the premises are secure and maintained to a high standard.
- Staff provide a wide range of play and learning opportunities. Children enjoy a well-balanced daily routine and have access to a good selection of free play and structured activities.
- Staff interact very well with children and form strong relationships with them. Children are very happy and approach staff confidently.
- Children's behaviour is managed well. Staff promote a very fair and positive environment and offer children plenty of praise and encouragement. Children respond well to staff's consistent and fair approach.

What needs to be improved?

- the range of resources available, to support children for whom English is an additional language
- the content of curriculum planning, to introduce children to a wider range of differing cultures, customs and nationalities
- the procedures for ensuring all policy documents are regularly reviewed and updated.

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
9	Develop the range of resources and teaching materials available to support children with English as an additional language.
9	Develop curriculum planning to introduce children to a wider range of differing cultures, customs and nationalities.
14	Ensure all documentation is regularly reviewed and updated, where necessary.

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 North Holmwood Pre-School is acceptable and of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff are experienced pre-school practitioners and have a very good understanding of the Foundation Stage curriculum and how children learn. Staff are good role models and demonstrate a positive attitude towards learning by presenting activities in an interesting and enthusiastic manner. Staff use their daily observations of children to assess children's achievements and plan for the next steps in learning, ensuring children are making continual progress and any adaptation or extension activities are provided. Detailed curriculum plans are in place and staff deployment is very good. Staff are very experienced in supporting children with special educational needs and good levels of individual support are given. The current procedures for supporting children who have English as an additional language are developing.

The leadership and management are very good. All staff are committed to improving the quality of care and education and staff are proactive in undertaking further training. Effective procedures are in place to identify staff training needs, enabling staff to enhance their personal development. Staff work very well together and support one another extremely well, resulting in a dedicated and professional team.

The partnership with parents is very good. Parents and staff work together and share information about children's individual progress and development. Continual assessment ensures children's individual needs are identified. Parents receive information about the pre-school curriculum and weekly topics and activities and procedures are in place to enable parents to extend their children's learning at home.

What is being done well?

- Staff form very close relationships with children and interact with them well, leading to a very relaxed, happy and homely environment.
- Children are developing an interest in their surroundings and a willingness to learn and acquire new skills.
- Children speak confidently to their peers and adults. They talk openly during group discussion about themselves and their families. They express their ideas and experiences well using good vocabulary.
- Children's listening skills are well-developed. They listen and take turns when speaking in large and small groups. They negotiate well during role-play.
- The programme for physical play is well-developed, enabling children to

practise a variety of small and large movements, using a good selection of tools and apparatus.

What needs to be improved?

- the curriculum programme, to include more opportunities for children to learn about a wider range of different cultures, customs and nationalities.

What has improved since the last inspection?

Staff have made very good progress in addressing the key issues raised.

1) There is a need for the communication of clear learning intentions from senior staff to staff members and helpers before daily sessions commence, in order to raise all staff's expectations of children's learning.

Staff have reviewed the room organisation to include posters depicting different areas of learning to raise staff's awareness of intended learning outcomes and the accessibility of appropriate resources. Staff have been trained in effective questioning techniques to extend children's learning.

Plans have been evaluated and now include specific objectives of activities to ensure all staff are clearly aware of the expected learning outcomes for all children.

2) Organisation of the learning environment for children to discover, explore and learn more independently.

Staff have purchased resources such as magnifying glasses and mirrors. Lower display tables enable children to explore interest tables and experiment with different tools.

Additional computer programmes have been purchased, enabling children to explore and investigate.

3) Staff guidance in helping four year old children write names and letters and more opportunities for emergent writing and to facilitate oral language in expressing ideas, questions and opinions.

Staff provide different resources for children to practise writing and opportunities for mark making. Provision is in place for children to form letters in sand. Children are encouraged to practise writing skills through mark making and there are good opportunities for children to practise writing for a purpose, such as in role play.

4) More problem solving in mathematics.

The maths programme has been re-developed. Number lines are used to encourage children to count in order and match numbers. Rhymes are used to develop children's understanding of calculation and there are very good opportunities throughout the daily routine to extend this.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing good relationships and interact well with their peers and adults. They understand the importance of sharing and they play co-operatively. Children behave well and clearly understand acceptable boundaries. Children talk happily about their home life and family and are beginning to understand the differing needs of others. Children are confident and sociable and show interest in their surroundings. They are developing good levels of independence and self-care.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's communication skills are developing well. They speak confidently to adults and their peers and have a good vocabulary. Children enjoy books and handle them carefully. They show an interest in stories and join in with familiar rhymes. Some children recognise simple words on labels around the room. Children's listening skills are good. Provision is in place for children to practise mark making and develop writing skills, particularly during role play and drawing.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and recognise numbers that are important to them. They choose number activities during free play and enjoy number rhymes and songs. Children are beginning to understand the concept of calculation and attempt to add two items together, such as counting the number of children present. This is extended well during routine activities. Children's understanding of space, shape and size is developing well and they have access to a good selection of mathematical resources.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are beginning to develop a sense of time. They discuss people, places and events in their own lives and compare babyhood to adulthood. Children investigate using their senses. They play listening games, identify sounds and taste foods. A good programme of science activities enables children to observe change, such as watching ice melt. There is some provision for children to develop an understanding of a wider range of cultures and customs.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently and in a variety of ways. They are competent when using the climbing frame and show good co-ordination when jumping, running and balancing. Children understand the importance of keeping healthy and personal hygiene. Topics such as 'All About Me' help children understand how their bodies work. Children's fine motor skills are developing well. They are competent in using a range of tools, such as scissors and writing materials.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children use their senses to explore and describe experiences such as tasting and smelling food, listening to music and feeling a range of textures. Children enjoy music and respond enthusiastically during music sessions. They make and play their own musical instruments and experiment with sounds by clapping out rhythms. Children express themselves freely using a wide variety of media. The role play area is very well-resourced, enabling children to play imaginatively.

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:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- increase the range of cultures, customs and nationalities incorporated into the curriculum to develop children's understanding of diversity.

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.