



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109969

DfES Number: 510404

INSPECTION DETAILS

Inspection Date 18/01/2005
Inspector Name Anne Munro

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Waltham Chase Pre-School
Setting Address Village Hall
Winchester Road, Waltham Chase
Southampton
Hampshire
SO32 2LX

REGISTERED PROVIDER DETAILS

Name The Committee of Waltham Chase Pre-School

ORGANISATION DETAILS

Name Waltham Chase Pre-School
Address Village Hall
Winchester Road, Waltham Chase
Southampton
Hampshire
SO32 2LX

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

Waltham Chase Preschool has been operating since 1991 in the Village Hall. The preschool has use of the main hall, a smaller group room, kitchen, toilets and a secure outside play area. It is a community group managed by a voluntary committee and serves the local area.

The preschool is registered to accept up to 24 children. There are currently 31 children on roll, including 30 in receipt of nursery funding. The setting supports a small number of children with special needs.

Sessions are from 09:15 to 11:45 on Monday, Tuesday, Thursday and Friday in term time. Afternoon sessions are offered on Monday, Tuesday and Wednesday from 12:30 to 15:00 except for the 4th Wednesday each month. Children attend for a variety of sessions.

Eight members of staff work with the children, including four with relevant early years qualifications and two working towards a recognised qualification. The preschool receives support from the Hampshire 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?

The provision of nursery education at Waltham Chase Pre-school is acceptable and of high quality. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff have sound understanding of the early learning goals and all contribute in planning a stimulating curriculum designed to promote individual progress through the stepping stones. An effective keyworker system ensures that staff have very good knowledge of individual needs. They carry out regular observations and keep accurate records of children's progress. Staff make good use of space and resources to enable children to make choices and develop independence. They communicate well with children, asking questions to promote learning and using praise and encouragement to re-inforce good behaviour. Staff liaise closely with parents and other professionals to ensure that special needs are addressed.

Leadership and management of the setting are very good. An active committee takes responsibility for finance and ensures that the group is well resourced. They employ experienced and well-qualified staff and support them in updating their skills with ongoing training. Supervisor and deputies work well together, supporting less experienced staff and ensuring that all are aware of their roles and responsibilities. They continue to evaluate and improve provision, discussing plans for development with parents and committee.

Partnership with parents is very good. Parents receive good information about activities and are encouraged to be involved in their children's learning. They are involved in the management of the group and provide practical help in sessions, as well as joining in social and fundraising events. They discuss their children's progress with staff and contribute in planning targets for development and maintaining records of achievement.

What is being done well?

- Children enjoy looking at books and listening to stories. They choose to sit in the comfortable book corner looking at books on their own or with friends and often ask staff to read to them. Staff encourage them to handle books properly and to look carefully at pictures and print. Staff regularly read to the group and use books and familiar stories to stimulate language skills, imaginative role play and learning across the areas.
- Children develop very good levels of independence and confidence. They are able to use the toilets independently, to wash their hands and dress themselves, and to serve their own drinks and snacks. Resources are stored in child accessible units around the playroom so that children are able to make choices, to put things away and keep their environment tidy. Children

are confident in moving between activities, choosing what they want to do and concentrating for long periods at the activities of their choice.

- Staff make very good use of assessment and planning documents to record children's progress and determine the next steps for their development. Keyworkers identify individual targets for each child termly and use their knowledge of individual needs when planning activities for the weeks ahead, so that children make good progress through the stepping stones.
- Partnership with parents and carers is very good. Parents receive regular newsletters with details of activities and suggestions for continuing the work at home. They are invited to contribute resources, ideas and practical help, and are able to stay with their children for as long as it takes them to settle. Parents receive verbal feedback daily and have regular meetings with keyworkers to discuss progress and talk about the next steps for their child's learning.

What needs to be improved?

- children's use of number in daily routines
- the display of children's work

What has improved since the last inspection?

Improvement since the last inspection is very good. The preschool was asked to "monitor and evaluate the new assessment records" and "ensure that they are manageable and effective for staff and clear and meaningful to parents".

The preschool's use of the assessment records is very good. Staff maintain them regularly and accurately and use them effectively to identify the next steps for children's development. They hold regular meetings with parents to discuss the records and agree targets for development. Both staff and parents find that the system is effective and enables them to plan to promote learning according to individual needs.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children sit quietly and listen when appropriate and are able to concentrate on their chosen activities for long periods. They respond to instructions and are familiar with daily routines. They relate confidently to adults and play well alongside other children, learning to take turns and share. They demonstrate increasing independence in their personal care and in choosing activities and resources. Staff re-inforce their good behaviour with praise and encouragement.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy looking at books and listening to stories. They learn to recognise their written names and are introduced to the links between sounds and letters. Children are confident in speaking, readily responding to questions and joining in conversation. They use a range of resources to develop pencil skills, and older children can form recognisable letters, using emergent writing in role play and attempting to write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

All children can count to five and many can count to ten and beyond. Older children learn to recognise numerals but have few opportunities to use number and simple calculation in daily routines. They use a variety of games and puzzles to learn about shape and size, and are encouraged to practise mathematical language throughout their activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the environment on outings and walks around the grounds, noting seasonal changes and collecting natural materials to study. They learn about their community from visitors to the group, talk about their families and significant events in their lives, and learn about their own and other cultures. They design and build with various construction toys and with recycled materials. They have regular access to a computer and use simple technology to support their learning.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children develop good spatial awareness with ride-on toys and with imaginative movement sessions, indoors and out. They use a climbing frame, balancing beams and parachute games to develop physical control and co-ordination. They practise skills with small equipment such as skittles and beanbags, and have many opportunities to develop manipulative skills with tools and materials such as pencils, scissors, gluesticks, sticky tape and playdough, as well as with construction and small world toys.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour, texture and shape using a good variety of techniques and media in art work, and are able to express their own ideas, although there is limited space to display the results. They use percussion instruments to learn about sound and rhythm, join in songs and rhymes with enthusiasm, and listen and move to recorded music. They use imagination in their play, retell familiar stories and act out their experiences in planned role play situations.

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:
- develop methods of displaying and labelling children's work so that they can recall previous experiences and see writing used for a purpose
- use opportunities arising in daily routines for children to practise counting and simple calculation.

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.