



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 103059

DfES Number: 545211

INSPECTION DETAILS

Inspection Date 03/02/2005
Inspector Name Samantha Powis

SETTING DETAILS

Day Care Type Out of School Day Care, Sessional Day Care
Setting Name Halwin Community Pre-School
Setting Address Halwin CPS
 Halwin Wendron
 Helston
 Cornwall
 TR13 0EG

REGISTERED PROVIDER DETAILS

Name Halwin Community Pre-School 1050190

ORGANISATION DETAILS

Name Halwin Community Pre-School
Address C/o Lower Boswin Farm
 Porkellis
 Helston
 Cornwall
 TR13 0HS

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

Halwin Pre-School and After-School Club is a committee run group which opened in 2000. It operates from a self-contained building, which comprises of playroom, kitchen toilets and entrance porch, set within Halwin Primary School grounds. They have their own small enclosed play area and shared use of the school playground and field. The facility, situated in a small village in between the towns of Falmouth and Helston, serves the local rural community.

There are 14 children from 2 to 4 years on roll. This includes 9 funded 3 year and 4 year olds. Children attend for a variety of sessions. The setting offers support to children with special needs and who speak English as an additional language.

During school term the pre-school opens from 9:00 to 11:45, each weekday. When the after school club is running it operates from 15:20 until 18:30 Monday to Friday.

There are two staff members who work with the children. Both have childcare qualifications to level 2 or 3.

The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP) and is a member of both the Pre -School Learning Association and Playlines.

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

How effective is the nursery education?

Halwin Community Pre-School provides good quality education, where children are making generally good progress towards the early learning goals. Provision for their creative development and knowledge and understanding of the world is particularly well planned, and they make very good progress in these areas.

Teaching is generally good. Staff are enthusiastic and demonstrate a sound understanding of the early learning goals. They use effective questioning when engaged in activities with the children, and use increasingly effective strategies when managing children's behaviour, with lots of praise and encouragement offered. At times, opportunities are missed to fully challenge more able children in the areas of communication language and literacy and mathematics. Children's developmental records are clear and use ongoing assessments, but these are not used fully to inform future planning. Staff lack an understanding of the code of practice, which may prevent appropriate support being offered to a child with special needs.

Leadership and management is generally good. Following recent major changes within the staffing and management, good progress has been made and staff and committee have worked well together to develop the pre-school, they demonstrate a strong commitment to improvement. Staff are willing to develop their skills through training, however, there is no system in place currently to identify training needs, complete appraisals or monitor planning.

Partnerships with parents are generally good. They are given some information about the pre-school, but little information is provided about the foundation stage curriculum. They are kept informed about their own child's progress towards the early learning goals, and are aware of records that are kept. They are encouraged to support their child's learning at home, and are regularly asked to support their child to bring in items from home.

What is being done well?

- Staff and committee have developed good working relationships. They share ideas and work successfully together, dedicated to improving the nursery provision for the children.
- Children's imagination and creativity is stimulated well through a good range of exciting and fun opportunities. They confidently join in with dance and singing, and use speech and drawings to express their feelings.
- Staff use effective questioning when engaged in activities with the children. They are consistent in their approach to managing children's behaviour, setting clear and realistic boundaries and expectations, and offering regular praise and encouragement. Staff are enthusiastic, and create a busy, exciting environment for the children to explore.

- Children are establishing a good sense of community. They talk with confidence about their own families and experiences, and through interesting topics and good resources are developing an awareness of other communities both locally and worldwide.
- Children enjoy books and demonstrate a good understanding of how to handle them effectively, clearly understanding that print carries meaning. They listen with enthusiasm to stories and join in with familiar text.

What needs to be improved?

- opportunities offered to children to extend their awareness of number position, order and value, and become involved in simple problem solving
- the encouragement offered to children to increase their use of mark making and emergent writing
- systems in place to identify and address staff training needs, introduce appraisals and monitor planning.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. They have introduced new progress records for all children, which use ongoing assessments to inform overall development sheets. These records now need to be linked more closely with planning, to ensure that activities offer appropriate challenge to all children. The planning in place encompasses all areas of learning, and includes learning intentions for small group activities, as well as for general activities that are available throughout the session. Displays are now used very well to support children's learning, they are bright and interesting, with many at child height to allow them to be interactive.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident and secure within the pre-school routines. They form effective relationships with adults within the setting and are starting to build friendships with each other. They select resources independently and manage their own personal care appropriately. They are beginning to respond to the increased use of praise and encouragement by staff, however, some children continue to find it difficult during some activities, to follow these agreed codes.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children speak confidently in front of a small group, giving increasingly detailed explanations of what they taken part in. They operate within a print rich environment, including a good display of familiar commercial signs, for example MacDonald's, that children "read" for themselves. They listen enthusiastically to stories and show an awareness of how to handle books successfully. Although opportunities are provided for children to make marks, they are not fully encouraged do so.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children use mathematical language to describe weight, measure, size and position. They recognise and name simple 2D shapes introduced through different activities. They count objects during play, counting reliably up to 5, but are not then encouraged to build on these skills through simple problem solving activities, such as finding how many more cups they need at snack time. Numerals are used well within the environment, and children recognise some that have personal significance to them.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children regularly use technology to support their learning, demonstrating good computer skills and using electronic toys with confidence. They show a comfortable awareness of themselves as individuals and as part of their own family and school communities. Through an interesting range of projects and use of resources they are developing an awareness of the wider world. They regularly use commercially purchased, and recycled materials to build and design their own models.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have good access to a range of malleable materials such as play dough and regularly use small tools and equipment. Their small muscle control is well developed which increases their hand eye co-ordination, however, some more able children are not provided with challenging opportunities for climbing and developing large muscle control. Children demonstrate a good awareness of space when playing indoors and out, changing speed and direction to negotiate a safe pathway.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children enjoy music and can recognise simple rhythms, clapping their hands and stamping their feet in time. They respond excitedly when they feel the different objects in the sensory tray, including a large balloon of ice, describing how they feel and whether they like them or not. Children use their imaginations during a broad range of activities including dance, role play and craft activities which are all well resourced.

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

- consider ways to further develop the children's interest in mark making, encouraging them to use emergent writing during a range of activities
- extend children's understanding and awareness of numbers by introducing them to simple, practical problem solving activities
- develop a system to identify and address staff training needs to ensure all children can be supported effectively.

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.