



**Office for Standards
in Education**

NURSERY INSPECTION REPORT

URN 129350

DfES Number: 580092

INSPECTION DETAILS

Inspection Date 09/09/2004
Inspector Name Sheila Harrison

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Home from Home Kindergarten
Setting Address Northchurch Cricket Pavillion
 Dudswell Lane
 Northchurch
 Hertfordshire
 HP4 3TQ

REGISTERED PROVIDER DETAILS

Name Mrs Elizabeth Curtis

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

Home from Home Kindergarten opened in 1995. It operates from Northchurch Cricket Pavilion. The premises consist of a large playroom, bathroom, kitchen and office area. Down a few steps, the kindergarten uses the changing rooms as a small group room for the older children, art and craft area/sleep room and after school club. There is a fenced outside play area, some of which is a covered veranda and the children are able to use the cricket ground. It serves the local and surrounding area.

There are currently 36 children from 2 to 4 years on roll. This includes 12 funded 3 year olds and 1 funded 4 year old. Children attend for a variety of sessions. The setting currently have no children attending who have special needs or who speak English as an additional language.

The group opens five days a week for 50 weeks of the year. Sessions are from 08:00 until 17:45.

Six staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The quality of teaching is generally good. Staff work ably together as a team and know the children well. Children are grouped appropriately and are supported through a key worker system. Children's confidence and sense of belonging are fostered and worthwhile use is made of time. Access to resources and a further development of literacy and mathematical skills throughout the children's natural play would enhance the teaching. The organisation of the outdoor space limits the opportunities for exploration play. Staff intend to explore ways to extend the learning experiences for older more able children. They encourage the children's concentration and listening skills and praise and support the children in their play, helping the children to resolve difficulties.

Provision is made for children with special needs to ensure they are included in all activities and appropriate support is given. Staff take appropriate steps to support children who have English as an additional language.

Staff provide a satisfactory, balanced and purposeful curriculum including relevant topics. A new planning and assessment scheme is undertaken by and discussed amongst the team with the learning intentions generally understood and evaluated. They are developing ways assessment can inform the planning with areas of children's development highlighted.

Leadership and management is generally good. The staff team have worked hard to support each other and to contribute to the running of the nursery. Management encourages regular team meetings, discussions on new ideas and information from short courses helps the staff teach more effectively.

The partnership with parents is generally good and contributes positively to the children's progress towards the early learning goals. Parents and staff generally share what they know about their child and weekly information encourages parents to be involved in their child's learning.

What is being done well?

- Staff interact with and extend the children's role play providing an interesting range of suitable props based on the children's own first hand experiences.
- Staff plan an interesting range of trips to experience the natural world and to exercise effectively. Children run around the cricket pitch and walk to the parks and canal. They visit the library and post office by minibus or public transport.
- Staff encourage easy and trusting relationships with the children, they foster the children's self-confidence and independence. Children have many opportunities to share, take turns and negotiate differences.

What needs to be improved?

- the provision for children to choose accessible and natural resources in sufficient quantities allowing them to work in depth and consolidate their learning.
- staff's knowledge and understanding of the Foundation Stage and early learning goals. This will enable children to meet the learning objectives in a range of different ways, to extend the older or more able children or for children who find certain skills more difficult.

What has improved since the last inspection?

n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children respond well to the staff and form sound relationships with their peers. They work independently and as a group and are considerate to each other. Regular opportunities are given to the children to make choices, resolve disputes and development of personal independence skills are encouraged. The wider community is used with good use made of the public transport system.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to each other and adults. They link sounds and letters with the Jolly Phonics scheme although worksheets without suitable props limit the children's achievement. They hold pencils, use scissors and the whiteboard. Although strategies to develop fine motor control in children who find it difficult are insufficient. Staff are developing chances for meaningful writing in a variety of role play situations. Children handle books correctly and have regular trips to the library.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident counting in their play; they count groups of children, plates and cups. They weigh and make patterns with the compare bears but have insufficient access to resources. Children have useful practical opportunities to experience size during an activity on baby clothes. They have some positive chances to experience the purpose of number when measuring the fluid required for the baby milk although they have few opportunities to experiment with capacity in water or sand play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have an increasing understanding of where they live. They participate in planned activities such as visiting the local library and using the bus service. They regularly walk to the park, post box and canal. However, there are few opportunities to investigate or explore natural resources. Children gain a sense of time with a regular routine and discussion on the calendar and weather. Although they do not sufficiently select resources to build and design on a large scale outside.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have valuable opportunities to exercise outside. They benefit from frequent access to adjacent parkland to exercise, use the climbing frame and swings. There is discussion on the changes that happen to their bodies after running races. Staff are involved in encouraging new skills such as balancing, throwing and catching. Children climb the steps and carry chairs safely and with confidence. They generally use the small-scale hammer and nails competently.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Staff appropriately support interesting role play with exciting and realistic artefacts on ourselves as babies, allowing children to communicate their ideas. The children learn how to mix shades of colour. Some activities are adult directed with few chances for the children to explore the properties of varying natural materials and insufficient challenge for open ended creative activities. Children show interest in the sounds of musical instruments and sing familiar song with confidence.

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

- develop staff's knowledge and understanding of the Foundation Stage and early learning goals. This will enable children to meet the learning objectives in a range of different ways, to extend the older or more able children or for children who find certain skills more difficult.
- expand the provision for children to choose and explore natural resources in sufficient quantities allowing them to work in depth and to consolidate their learning.

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.