



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127248

DfES Number: 583159

### INSPECTION DETAILS

Inspection Date	13/07/2004
Inspector Name	Jenny Kane

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Highfield Road Pre-School
Setting Address	Highfield Baptist Church Spring Vale North Dartford Kent DA1 2JY

### REGISTERED PROVIDER DETAILS

Name	Mrs Susan Woodley
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## 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

Highfield Road Pre-school has been registered since December 2001 and is privately owned and managed.

It operates from Highfield Baptist Church hall in the town centre of Dartford. There is a small enclosed outside play area.

The pre-school is open Monday to Thursday from 09:30 to 12:00 and on a Tuesday afternoon from 13:00 to 15:30 during term time. The group serves the local and surrounding area.

There are currently 23 funded three and four year olds attending the pre-school. The group supports children with special needs and those who speak English as an additional language.

Seven part and full time members of staff work with the children. Over half have early years childcare qualifications and two staff are currently working towards NVQ level 3 qualification.

Six hold current first aid certificates.

The group receives support from the Early Years Development and Childcare Partnership (EYDCP). They are also members of the Pre-school Learning Alliance (PLA).

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

### How effective is the nursery education?

Highfield Road Pre-school is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals, and in the areas of personal, social and emotional development and physical development they are making very good progress.

The quality of teaching is generally good. The supervisor and her senior staff have a good knowledge and understanding of the stepping stones and are able to help children learn through a range of practical and purposeful activities. However there are some minor weaknesses in the planning and assessment which continues to be developed. Staff support children well during activities, including those with special needs, and treat all with equal concern. The children's behaviour is well managed and staff are good role models.

The leadership and management is generally good. The owner also manages the group and takes an active role. She supports her staff well and delegates to her senior staff. The staff are well established and work effectively as a team. The group is committed to staff development and attend a variety of courses and workshops. However the operational plan and some policies need updating and a formal system to monitor and evaluate the education provided needs to be introduced.

The partnership with parents and carers is generally good. Parents receive some basic information about the six areas of learning and the curriculum in the prospectus, but this could be expanded. The staff are friendly and approachable and have good relationships with parents. They are available to speak to parents on a daily basis, keeping them informed of achievements. However there are no termly consultations where parents can discuss their child's educational progress. Parents are kept informed of topics and curriculum via the notice board. The owner is very keen to work with parents, to listen to their views and comments and has a positive attitude towards making change and improvements.

### What is being done well?

- Children have effective relationships with the staff. They are confident and co-operative and participate well with the activities. Staff take time to plan purposeful and interesting activities and how they set out the play areas. The children are motivated and well occupied and as a consequence their behaviour is good.
- There are good opportunities for children to participate in physical play activities both indoors and in the garden. There is a wide range of equipment and staff join in with play enthusiastically. Children take part in weekly PE sessions where they practice changing in readiness for school. They also benefit from walks to the local park to use the play equipment.

- The staff work well as a team, sharing duties and tasks. They are well led and supported by the owner, who is also the supervisor. Staff are keen to update their knowledge and understanding of childcare and regularly attend training. The owner is committed to improvement and change and welcomes new ideas.
- The parents are actively encouraged to come into the group to deliver and collect their children. They have developed good relationships between themselves. The owner has well-established relationships with the parents, many of whom she has known for several years. The staff are friendly and approachable which enables the parents to share information about their children.

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

- the planning and assessment process
- the introduction of a formal system to monitor and evaluate the nursery education provided
- the opportunities for children to learn about the wider world and to celebrate cultural festivals.
- the written information about the six areas of learning
- the policies and operational plan
- the introduction of regular consultation meetings.

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

At the last inspection in 1999 the group were asked to look at four issues for action:

1. Within the programme for language and literacy give greater emphasis to the following aspects: teaching the sounds that letters make, their recognition and writing of names, writing for a purpose, and the use and enjoyment of books.
2. Include more detail in the written plans, particularly for language and literacy and mathematics, to ensure that coverage of all the aspects of the areas can be checked. Make all staff aware of the intended learning outcomes for daily activities.
3. Continue to develop staff knowledge of the desirable learning outcomes.
4. Use the available assessment information to plan for the progression of individual children's needs starting with language and literacy and mathematics.

Since the last inspection the group has addressed the issues in the following ways:

1. A mark making area has been established and children are provided with good opportunities to use writing in role play. The book corner has been reorganised and is a much larger area, well used by the children throughout the session both on their own and with staff.

2. The plans have been updated and improved. All staff have been involved in this process and they now show details of activity, objective, materials needed and evaluation. These continue to be developed.

3. Staff have all increased their knowledge and understanding of the stepping stones towards the early learning goals in the foundation stage. They have attended courses and share information with colleagues.

4. The assessment process is an area which the group has been working on. Staff continue to work as a team to develop this area.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and show excitement during play, they are interested in activities and participate well and have good relationships with staff and peers. Children sit quietly, listen well and show a good level of concentration. They play co-operatively, take turns and share toys. Children are independent when putting on aprons, dressing up, undressing for PE and take themselves to the toilet. They are kept well occupied with interesting activities and therefore behaviour is very good.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers and communicate well with adults. They enjoy stories, the book corner is well used, they can retell stories and can talk about their own experiences. There are good displays of letter and word around the room and areas are well labelled. Children can identify their own names and have many opportunities to use writing in role play. Children make good use of the mark-making area, however this could be further developed by providing additional materials.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children participate in counting activities throughout the session in particular at register, snack time, and group time. They take part in a range of practical activities where they explore number, shape, size and volume. Staff make the activities, which are often linked to the topic or number of the week, meaningful and enjoyable. There are good visual displays of number around the room.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use natural objects in craft activities and they enjoy watching plants grow from seed in the garden. They have regular access to a computer, sharing well and taking turns. Children show a good understanding of their own environment and community and go on regular walks to the local park. However, there are limited opportunities and resources to learn about the wider world and to celebrate other festivals. This is an area identified for expansion.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use the newly renovated garden area on a daily basis. There are many opportunities, both inside and outdoors, for climbing, balancing, throwing and catching using a range of equipment. The children take part in regular PE and movement sessions and listen well to instructions from staff. Children move around their environment safely, avoiding obstacles and others. Children show good control when using small tools, they handle scissors, brushes and pencils well.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy a wide range of activities which encourage their creativity. They use their imaginations well and enjoy role play scenarios, sharing and co-operating well. Children take part in regular movement sessions where they listen and respond well. They have access to a range of interesting art and craft materials where they can try different techniques and express themselves creatively.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## 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

- continue to develop the planning and assessment process, ensuring that there are clear links to the stepping stones and the six areas of learning.
- introduce a formal system to monitor and evaluate the nursery education provided.
- provide more opportunities for children to learn about the wider world and to celebrate cultural festivals.
- encourage parents to be further involved in their child's learning by:
  - i) increasing the written information about the six areas of learning
  - ii) updating the policies and operational plan and finding effective ways to share these
  - iii) the introduction of regular consultation meeting where parents can discuss their children's progress and achievements.

*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.*