



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY270274

DfES Number:

INSPECTION DETAILS

Inspection Date 29/03/2004
Inspector Name Judith Harris

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hilltop Pre-School
Setting Address Lebanon Gardens
Biggin Hill
Westerham
Kent
TN16 3HA

REGISTERED PROVIDER DETAILS

Name Hilltop Pre-School

ORGANISATION DETAILS

Name Hilltop Pre-School
Address Women Institute Hall
Lebanon Gardens
Stock Hill
Biggin Hill
TN16 3HA

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

Hilltop Pre-school has been registered since 2003, it operates in a community hall in the area of Biggin Hill. The Pre-school serves families from the local area. There are currently 31 children from 2 to 5 years on roll. This includes 7 funded 3 year olds and 14 funded 4 year olds. The pre-school opens five mornings a week term time only from 09:30 until 12:00. Five staff work with the children, two have pre-school diplomas two are qualified to NVQ level 3 and one is working towards a level 2 qualification. The setting receives support from the Early Years development and Childcare Partnership.

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

How effective is the nursery education?

Hilltop pre-school supports children to make generally good progress towards the Early Learning Goals (elg).

The teaching is generally good. Staff are working towards a better understanding of the elg's and the Early Years curriculum. The children are provided with a range and balance of activities and adults make good use of planned activities and daily routines to extend the children's learning and help them acquire new skills. There are some missed teaching opportunities in naturally occurring interactions to extend learning in the same way and in some cases adult direction is limiting the children's creative development and use of imagination. The children are all well behaved and respond well to adults who are positive role models and encourage children to be aware of how their behaviour affects others.

The management and leadership of the pre-school is generally good. The play leader is new to her post and beginning to set up a range of systems for observing, recording and planning to ensure children's individual needs are met. The staff team are developing and extending their knowledge of elgs and the foundation stage and have regular meetings to discuss activities and plans. Adult direction needs to be at an appropriate level.

The pre-school's partnership with parents is generally good. Parents are provided with good quality information about the setting and regular information newsletters about themes and activities. Systems for sharing information about children's progress is being developed and the pre-school could make more opportunities for parents to take part in activity sessions.

What is being done well?

- Children are interested and confident they take part in activities, in singing and story time. They speak and listen well and are developing self control skills.
- Children use a range of language in role-play to organise their games, they re-tell events in their lives and are developing an understanding of sounds and letters and text.
- Children are confident in counting and beginning to be familiar with numbers, shapes and patterns.
- Children are developing a sense of time and place through social interaction and gaining designing and making skills.
- Children have opportunities to move in a variety of ways and to develop control and co-ordination; they use a variety of equipment, tools and materials safely and with control.

- Children use their imagination to develop a role-play game.

What needs to be improved?

- provide more opportunities for children to develop a sense of community and an understanding of the culture and beliefs of others;
- provide a range of opportunities for children to practise writing skills at a variety of activities;
- extend opportunities for children to develop their understanding of mathematical ideas and concepts including calculation;
- provide activities that allow children to explore and investigate living things, objects and materials;
- allow children to use their imagination and develop creative skills to express themselves through materials, art, dance and music;
- develop systems to assess children's progress which can be used to identify needs and inform planning.

What has improved since the last inspection?

This is the first inspection after registration.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are interested, confident learners who make good relationships with adults and other children. They play co-operatively in groups, sharing and taking turns. The children are beginning to develop social skills and some level of personal independence. They are well behaved and respond positively to guidance from adults. There are some planned activities that support children's sense of community and understanding of beliefs and cultures but more ongoing opportunities could be provided.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children speak confidently and listen well, they use language to develop play in the home corner and to describe events, there are some missed opportunities to extend children's language. A daily activity supports children's development of linking sounds and letters, children use the book corner freely and are beginning to understand that print carries meaning. Children practise writing their names on work but more opportunities could be provided for children to practise writing freely.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count with confidence and counting activities are part of the daily routine. Children are beginning to use mathematical language and activities are provided to develop children's understanding of shape, size, quantity and patterns. The opportunities to develop children's understanding of calculation are limited and adults could extend planned and naturally occurring activities to increase opportunities in this area.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are developing designing and making skills, they make models with recycled resources and construction toys; they have access to a computer and are able to use this independently. Children are developing a sense of time they talk about past events in their lives and members of their families as well as days of the week and seasons. The children are not provided with many opportunities to explore and investigate the natural environment or living things.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move with confidence and co-ordination, they use a variety of large and small play equipment travelling in a range of ways, balancing, bouncing and throwing and catching. The children are developing a good awareness of space and of others; they are encouraged to wash hands and to be aware of healthy eating. Children use a range of tools and materials to extend their physical development and allow them to handle these safely and with control.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Children use their imagination to invent role play games and use a range of tools and materials in role play. They explore materials when playing in the sand. At circle time children sing songs and rhymes and have some access to musical instruments. There are planned creative activities but these are mostly adult directed and the opportunities for children to be freely creative and express themselves through art, music and dance are limited.

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

- The key issues which must be addressed in the action plan are;
- To look at ways of developing the children's sense of community and understanding of the culture and beliefs of others;
- To ensure children are able to practise writing skills at a variety of activities and extend opportunities for children to develop their understanding of mathematical ideas and concepts including calculation.
- Develop activities that allow children to explore and investigate living things, objects and materials;
- review creative play opportunities to ensure children can use their imagination, develop creative skills and be free to express themselves through materials, art, dance and music;
- Development of assessment systems that link children's progress to planning and which can be used to identify learning needs.

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.