



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 301959

DfES Number: 515209

### INSPECTION DETAILS

Inspection Date	10/04/2004
Inspector Name	Valerie Craven

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hoyle Court Pre-School
Setting Address	Hoyle Court Primary School Fyfe Grove Baildon West Yorkshire BD17 6DN

### REGISTERED PROVIDER DETAILS

Name	The Committee of Hoyle Court Pre School
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### ORGANISATION DETAILS

Name	Hoyle Court Pre School
Address	Hoyle Court Primary School Fyfe Grove Baildon West Yorkshire BD17 6DN

## 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

Hoyle Court School Pre-school opened in 1984. It is located within Hoyle Court Primary School in Baildon near Bradford and is the main feeder to the school's reception class. The preschool accommodation comprises of a large, open-plan classroom with integral toilet facilities, and has a fully enclosed outdoor play area.

There are currently 52 children from 2 to 5 years on roll. This includes 34 funded 3 year olds and 12 funded 4 year olds. Children attend for a variety of sessions throughout the week. The setting currently supports 2 children with special needs and has no children attending who speak English as an additional language.

The group opens five days a week during term time. Sessions are Monday to Friday 09:00 until 11:30 and 12:45 until 15:15. The morning sessions are generally for children moving onto reception class and the afternoon sessions are for the younger children.

There are five members of staff employed to work with the children four of whom have early years qualifications to level two or above. The manager is due to achieve qualified teacher status this year. The setting also has a number of temporary staff to cover for eventualities. The setting receives support from the Pre-school Learning Alliance and the Early Years Development and Childcare Partnership. They also liaise with the foundation stage teacher in the school.

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

### How effective is the nursery education?

Hoyle Court Pre-School serves the local community well, and provides a stimulating and welcoming environment for all children to settle and learn.

Children who are three-years-old and four-years-old are making very good progress overall towards the achievement of the early learning goals. They are making very good progress in the areas of personal, social and emotional development, communication, language and literacy, mathematical development, knowledge and understanding of the world, physical development, and creative development.

Quality of teaching is very good. Staff are very experienced at supporting and working with children who have identified special educational needs. This includes the development of appropriate individual educational plans, with contributions from children's parents, and other professionals involved. Staff set a high level of challenge for children through effective questioning, and manage children's behaviour well through a calm and relaxed approach, including plenty of verbal praise.

Leadership and management is very good. The setting is skilled at making regular and accurate assessments of its current strengths and weaknesses. This is highlighted well in a recent self appraisal. There is a firm commitment by the pre-school staff and management committee to make improvements in the care and education for all children, and effective measures are in place to monitor and evaluate the provision for nursery education.

Partnership with parents and carers is very good. They are provided with a varied range of high quality information about the pre-school and its provision. This is featured well in the setting's comprehensive prospectus, and in the entrance part of the pre-school. Parents are encouraged to share what they know about their child, and are well informed about their child's achievements and progress, supported by the use of a key worker system, and are encouraged to be involved in their child's learning.

### What is being done well?

- Staff's high level of support when working with children who have identified special educational needs. This includes the development of appropriate individual educational plans, with contributions from children's parents, and other professionals involved.
- The setting's ability to make regular and accurate assessments of its current strengths and weaknesses. This is highlighted well in a recent self appraisal of the overall educational provision.
- Children's aptitude to form good relationships with each other and the staff,

shown well when working together as part of a small group, such as when working on the computer in pairs, taking turns and sharing fairly.

- Children's writing and handwriting skills, such as their ability to write for a variety of purposes, including writing about what they like to eat, and taking messages in the role play area, also when writing their own names on their work.
- Children's ability to understand the elements of simple addition, often through daily routines and practical activities, such as during the register routine, when all of the children help to count out how many have arrived altogether, adding one more if there is a child who arrives later.
- Parent's awareness of the pre-school and its provision through receiving a varied range of high quality information. This is featured well in the setting's comprehensive prospectus, and in the entrance part of the pre-school.

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

- the ways of further enhancing children's learning through the use of technology items, particularly those children who are three-year-olds, or who have been identified as having special educational needs.

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

Hoyle Court Pre-School staff have made very good progress since the last inspection, and this has had a positive impact on the overall provision for nursery education, and on all children's learning. The partnership with parents and carers has been further developed, enabling parents to be more aware of the breadth of the educational programme. There are a wider range of ways to monitor the educational programme, ensuring all aspects of the six areas of learning are included, such as mathematical patterns, and there is a closer link between planning and the assessment of children's progress.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing an aptitude to form good relationships with each other and the staff, shown well when working together as part of a small group, such as when working on the computer in pairs, taking turns and sharing fairly. They are motivated to learn, and are keen to try new and novel activities. Children are developing their self-confidence and self-esteem, and enjoy 'show and tell' times. They are aware of what is right and wrong and why, and are sensitive to each others feelings.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing their writing and handwriting skills, such as their ability to write for a variety of purposes, including writing about what they like to eat, and taking messages in the role play area, also when writing their own names on their work. They are able to speak clearly and to show an awareness of the listener, often during 'discussions times'. Children are skilful at recognising and saying alphabet letters, fostered well when focusing on one alphabet letter, such as 'v'.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing their ability to understand the elements of simple addition, often through daily routines and practical activities, such as during the register routine, when all of the children help to count out how many have arrived altogether, adding one more if there is a child who arrives later. Children who are four-years-old are able to recognise numerals 1-9, and the younger children are able to recognise numerals 1-5, and often compare objects by measuring the size of these.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing their ability to explore and investigate, often when talking about the observed changes to the seeds they have placed in a propagator. They are skilful at designing and making when handling a very wide range of large and small construction resources, also everyday materials. Children are familiar with many festivals around the world, such as the Chinese New Year, and celebrate these through art and craft work, cooking and tasting, and through dance and movement.

### **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are able to handle a wide selection of tools, objects, construction and malleable materials, to aid the development of their small muscles, manipulative skills, and hand and eye co-ordination. This includes the use of writing implements to help foster the development of their early writing skills. Children show a sense of space during activities in the outdoor school playground, often when operating many kinds of large wheeled vehicles and toys, also when in the spacious school hall.

### **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children are skilful at using their imagination through role play activities, often when in the role play area, including the well organised pre-school's 'garden centre'. They are able to explore a variety of colours and textures when involved in many art and craft techniques, illustrated well on an 'art gallery' display. Children can respond in a variety of ways using their senses, including their sight, such as describing the smallest changes to the seeds and plants they are growing.

**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;
- further enhance children's learning through the use of technology items, particularly those children who are three-year-olds, or who have been identified as having special educational 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.*