



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 122744

DfES Number: 524168

INSPECTION DETAILS

Inspection Date 28/01/2005
Inspector Name Gillian Cubitt

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Horseshoe Community Pre-School
Setting Address Banstead Youth Centre
The Horseshoe, Bolters Lane
Banstead
Surrey
SM7 2BQ

REGISTERED PROVIDER DETAILS

Name The Committee of The Horseshoe Community Pre-School

ORGANISATION DETAILS

Name The Horseshoe Community Pre-School
Address Banstead Youth Centre
The Horseshoe, Bolters Lane
Banstead
Surrey
SM7 2BQ

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

The Horseshoe Community Pre-school has been established in Banstead village, Surrey since 1974.

It is managed by a parent committee and serves the local community.

The pre-school operates from the Youth Centre, Monday - Friday, term time only from 09:15 - 12:00. In the Spring and Summer terms the pre-school offer two afternoon workshops, Wednesday and Thursday, for children who receive funding.

During operational hours the pre-school has sole use of a large sports hall, a small room, a kitchen, toilet facilities and an enclosed outside play area.

The pre-school accepts children in the term of their third birthday and up to the age of five years.

There are 35 children on roll and of these 30 are 3 and 4 year olds in receipt of early years funding. None of the children are learning English as an additional language and there are a small number of children with special educational needs.

There are seven staff employed and five work directly with the children each session. Three members of staff have a recognised childcare qualification and one member of staff is working towards a recognised childcare qualification. Three members of staff hold a current first aid certificate.

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

How effective is the nursery education?

The Horseshoe Community Pre-School offers good quality nursery education where children make very good progress towards the early learning goals in mathematical development, knowledge and understanding of the world, physical and creative development. They are making generally good progress in the other areas of learning.

The quality of teaching is generally good. Staff have a natural ability to provide incidental education for children in many areas. They have a good knowledge of the early learning goals and demonstrate this in their clear methods of planning. Children benefit from a wide variety of activities that covers all areas of learning. Observations and notes are made of children's progress and these are appropriately linked to the stepping stones although planned activities do not highlight individual children's needs. The organisation of sessions is a particular strength and allows children to play an active role in their learning. Staff build good relationships with children and have high expectations of their behaviour. They effectively support children with special educational needs.

The leadership and management are generally good. The committee have clear roles and responsibilities and support the supervisor and staff informally. The supervisor has good leadership skills and understands the strengths and weaknesses within the provision. She is respected and trusted by staff. New staff are given good support within a caring team although there are no written guidelines during their induction period.

The partnerships with parents are very good. Parents are informed about topics and activities the children are involved in and are provided with information about the areas of learning. Parents have every opportunity to become involved in their children's education both informally and formally.

What is being done well?

- Partnership with parents is a particular strength. Staff keep parents informed about the educational provision through notices, letters and through individual feedback sessions.
- The supervisor demonstrates good leadership skills. Staff are interested and very motivated to provide a first class education for pre-school children.
- All activities available are well planned and show a learning intention. Children become involved in various activities that introduce them to the concept of wind, they blow items with a hairdryer and make their own wind streamers.
- Children's introduction to mathematical shapes is well organised. Staff show children the shape and the reinforce their knowledge with a guessing game

where children have to predict the shape that is arising from the screen,

- Staff make the most of their community to introduce children to their immediate world. They make visits to the village to watch the farmers' market as well as inviting guests to the group to talk about the work and/or cultural festivals.
- Children's creativity is developing well. They enjoy their role play areas and dress up and act out roles in hospital. Staff participate in play and children learn how to bandage wounds and care for babies.

What needs to be improved?

- the systems of evaluating planned activities so they are linked into children's individual abilities
- the induction system for new staff which includes training towards the foundation stage.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection when they agreed to improve children's writing skills with increased opportunities for practising name writing. They also agreed to develop children's learning of sound, shape and names of the letters of the alphabet and numbers. Staff were also asked to plan to extend activities for children who learn more quickly.

Children now have many opportunities to write and draw during their play sessions and are encouraged to write their names in their 'little books'. Children learn a new letter each week and this is reinforced in many ways. Children are invited to one afternoon session each week when they focus on writing skills. Some aspects of the afternoon session however do not meet the needs of every child. Children are developing a good awareness of numbers.

Staff plan effectively and most activities are extended. Staff know children well and recognise the children who learn quickly. They also make observations on focussed activities, linking them in to the early learning goals. Staff have yet to fully develop a formal system of linking in children's next steps to the focussed activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children choose confidently from a range of activities. Children happily approach staff for support and guidance indicating good relationships. Concentration skills are good and most children spend time working on self-chosen activities. Children are becoming independent although the set daily routine at times interrupts activities which can prevent older children from making their own decisions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's spoken language is developing well. They use good vocabulary that staff introduce during activities. Most children speak confidently to adults and initiate conversation by asking questions. Children talk openly about themselves. Staff bring stories to life with plenty of props and encourage active participation from the children. Children learn a letter each week and are developing their writing skills. Some writing activities are not adapted to each child's ability.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently and recognise numbers that are important to them. They count spontaneously during free play and are beginning to use their fingers and other objects to represent numbers. They become involved in simple calculation and comparison. Children learn about space, shape and measure through many practice activities. Staff introduce shape recognition in a fun way.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate using their senses and enjoy blowing bubbles in water. Children select a range of tools to create their 'wind wand' models and children observe the direction of the wind using their models and other resources. Children have various programmable toys and access to a computer during the week. Children make the most of their community by going on regular walks in the village and to schools. Cultures are introduced by visitors and other members of the group.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently in a variety of ways. They make the best use of the outside play areas to extend their physical skills. They show good co-ordination when running, hopping and skipping as well as using the 'parachute' game. Children's fine motor skills are developing well. They thread tiny beads. They use small tools such as scissors, staplers and paintbrushes. Children learn the importance of keeping healthy through topics such as 'myself'.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children recognise colours and enjoy mixing paint to create different shades. They blow through tubes to make bubbles and are encouraged to describe their feelings when working on activities that involve smell, taste and touch. Children are able to express themselves in a variety of mediums. They paint, draw and make collages to represent their experiences. Children act out different role play situations with members of staff and learn what happens in a hospital.

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

- improve the systems of evaluating planned activities so they are linked into children's individual abilities and stages of development
- develop the induction system for new staff which includes training towards the foundation stage.

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.