



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 509542

DfES Number: 517757

INSPECTION DETAILS

Inspection Date	27/09/2004
Inspector Name	Judith Margaret Reed

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Holybourne Village Pre-School
Setting Address	Village Hall Church Lane, Holybourne Alton Hampshire GU34 4HD

REGISTERED PROVIDER DETAILS

Name	The Committee of Holybourne Pre-School Committee
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ORGANISATION DETAILS

Name	Holybourne Pre-School Committee
Address	Holybourne Village Hall Church Lane, Holybourne Alton Hampshire GU34 4HD

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Holybourne Village Pre-School opened in 1983. It operates from a room within the village hall in Holybourne, Alton, Hampshire. The pre school serves the local community.

There are currently 23 children from 2 to 5 years on roll. This includes 14 funded three year olds and no funded four year olds. Children attend a variety of sessions. The setting is able to support children with special needs as well as those with English as an additional language.

The group opens 5 days a week during school term time. Sessions are from 9:15 to 11:45.

Four part time staff work with the children. Half the staff have early years qualifications to NVQ level 2 or 3. The remaining two staff are currently working towards recognised early years qualifications.

The setting receives support from a teacher/mentor from the Early years Development and Childcare Partnership.

How good is the Day Care?

Holybourne Village Pre-School provides good quality sessional care for children.

The pre school is well organised and promotes learning in all areas with a range of activities. Staff are experienced and continue to up date their training. Most documentation is in place although some recording requires updating.

The pre school staff are deployed to good effect and are constantly vigilant about the safety of the children. A healthy lifestyle is promoted. Staff are aware of child protection issues.

Staff provide a rich, child centred environment where individual needs and interests are valued. A policy of consistent behaviour management is maintained.

Staff keep parents informed and involved in the pre school. They help on the committee and within the pre school on a rota.

What has improved since the last inspection?

Not applicable.

What is being done well?

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| <ul style="list-style-type: none">● Staff have a clear understanding of their roles and responsibilities and continue to up date their training. They are well organised and appropriately deployed around the setting. Staff provide a varied selection of toys and equipment for children, and the space is organised to meet the needs of the children. Policies and procedures are available to parents at all times and records are stored in a confidential manner.● The staff have a good understanding of safety issues and help children develop an understanding of potential hazards and how to keep themselves safe. They maintain records of accidents and keep parents informed. Staff are aware of the dietary needs of the children and provide a healthy snack for children. Staff have good awareness of child protection procedures.● The staff provide a good range of activities for children. They talk and listen to the children as well as asking them questions to make them think. Staff treat all children equally and as individuals. They support children with special needs well and receive help and advice from outside agencies. Children have a clear understanding of appropriate behaviour, they take turns and share well.● Parents are involved in the pre school through the management committee, fundraising activities and through helping out on the parent rota. They are kept well informed through regular newsletters and the notice board. |
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What needs to be improved?

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| <ul style="list-style-type: none">● registration record to include times of arrival and departure.● recording of visitors to pre school.● medication record to include parent's signature of acknowledgement. |
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Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure that the register of attendance shows children's times of arrival and departure Ensure all visitors sign visitors book and record times of attendance
7	Maintain a written record, signed by parents, of medicines given to children.

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

How effective is the nursery education?

Holybourne Village pre school provision of nursery education is of good quality. Children are making generally good progress towards the early learning goals. Children make very good progress in personal, social and emotional development as well as communication, language and literacy. Generally good progress is made in mathematical development, knowledge and understanding of the world, physical and creative development.

The quality of teaching is generally good. Staff have good knowledge of the individual children and praise and encourage them, increasing confidence and self esteem. They question children effectively, encouraging them to think and contribute their own ideas. They support children who are less confident. Staff have begun to make links between the plans and the regular assessments they make of children's progress. However current planning does not reflect all six areas of learning on a daily basis and it is not clear what children are expected to learn from activities.

Leadership and management is generally good. Staff work well as a team and communicate well with parents. Management actively encourage staff to update knowledge through relevant training. Currently little regular evaluation of sessions, or activities is completed, in order to review the quality of nursery provision and to ensure consistency.

The partnership with parents is very good. Parents are welcomed into the group and encouraged to take an active role through membership of the management committee, helping out on the parent rota, and fundraising activities. Information about the group is made available to parents through regular newsletters, the notice board and policies folder. Parents are encouraged to speak to key workers concerning their child's development and progress.

What is being done well?

- Children's personal social and emotional development is very good. They are confident, have established good relationships and play an active part in their learning.
- Children's language and communication skills are good. Staff question children effectively, encouraging them to think and contribute their own ideas.
- Staff provide a range of challenging practical activities to support children's physical and creative development.
- Partnership with parents is very good. Staff welcome parents into the group and encourage them to take an active role. Accessible information is provided.

What needs to be improved?

- planning and evaluation in order to consistently progress children's learning in all areas.
- opportunities for children to use and experience ICT.
- opportunities for children to extend their mathematical skills with particular reference to shape and comparison activities.

What has improved since the last inspection?

The pre school has made very good progress since the last inspection. The book corner is a light, comfortable place with good quality books displayed appropriately. It has encouraged children to choose to look at books.

A clear number line is displayed at children's height, and it has recognisable pictures to accompany the numbers. The children are able to view it easily.

An information sheet is available for helpers. They are encouraged to enjoy the session with their child and the sheet contains information about the six areas of learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children have high levels of self esteem and are encouraged to display their work. They are keen to learn and to make choices. Children develop good relationships with adults and other children in pre school. They learn to co operate and work well together, for example sharing resources on the mat when playing with small world toys, taking turns on the climbing frame and helping staff tidy the equipment at the end of free play time. Behaviour is good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children enjoy books and most listen carefully during story time. They are taught to read and write their names, and a variety of interesting activities increase their awareness of the different purposes of writing. Children begin to link sounds and letters such as M for Monday. Most children are effective communicators. They begin to negotiate and express feelings and thoughts through such activities as role play and during circle time.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show an interest in numbers and counting and are beginning to use numbers in various ways particularly during songs and at snack time. Children learn to use numbers in everyday situations and show they begin to understand size and weight through practical activities such as cooking and sand play. There are however, few opportunities for children to progress their skills relating to shape and comparison.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoy using their senses to explore objects in practical activities for example sand play, cooking, and physical activities. They explore and investigate themselves and their world through themed activities such as "All About Me". Children are encouraged to discuss past events in their lives and their local environment. Children demonstrate good designing and making skills creating models from a range of construction toys. There are few opportunities for children to use ICT.

PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children demonstrate a good sense of space and move confidently during physical activities. They enjoy opportunities to use their imagination when moving during singing activities and in role play. Children are skilled at using a variety of tools such as paint brushes, rollers, cutters, glue sticks, pencils and crayons. Children learn about keeping healthy and changes that happen to their bodies when they are active through discussion with members of staff.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children respond with all their senses to many experiences such as tasting and smelling different foods and touching a range of contrasting textures. They are encouraged to use their imagination and express their ideas through a variety of ways such during role play they dress up as fireman and pretend to put out fires. Children enjoy participating in singing sessions and regularly explore sound and musical instruments. Daily opportunities for creative art and craft 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

- evaluate activities and planning to ensure consistency is provided across all areas of learning
- provide opportunities for children to use ICT
- provide opportunities for children to improve their mathematical skills with particular reference to shape and comparison activities.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.