



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 122695

DfES Number: 518371

INSPECTION DETAILS

Inspection Date	17/01/2005
Inspector Name	Joanne Lindsey Caswell

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Horley Community Pre-School
Setting Address	Strawson Hall, Albert Road Horley Surrey RH6 7HZ

REGISTERED PROVIDER DETAILS

Name	The partnership of Horley Community Pre-School
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ORGANISATION DETAILS

Name	Horley Community Pre-School
Address	Strawson Hall Albert Road Horley Surrey RH6 7HZ

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

Horley Community Pre-School has been established since 1965. It has been under its current joint-ownership since 2003 and the two owners are present in the group daily. The pre-school operates from a single storey, community-shared building, close to the centre of Horley, Surrey. Children attend from the local area and surrounding towns. A maximum of 24 children may attend the group at any one time. The pre-school is open, Monday to Friday, during term time only, from 09:00 to 15:00. The pre-school offers morning and afternoon sessions, or children may stay all day, depending on parents' needs. A parent and toddler group operates on a Monday afternoon.

There are currently 39 children, aged from two to four years, on roll. This includes 29 children who receive funding for nursery education. Staff are experienced in supporting children with special needs and children who speak English as an additional language.

A team of eight staff work with the children. Of these, five hold a Diploma in Pre-School Practice (DPP) qualification. Two further staff are currently completing the DPP course and one staff member holds the Introduction to Pre-School Practice (IPP) qualification. Additional training is offered to all staff to update their knowledge and skills in all areas of pre-school practice and the Foundation Stage curriculum.

The group is a member of the Pre-School Learning Alliance and receives support from the Surrey Early Years and Childcare Service (EYCS).

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

How effective is the nursery education?

The provision for nursery education at Horley Community Pre-School is acceptable and is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff plan an extensive range of age-appropriate, imaginative and practical activities, both inside and outside, to develop children's interests and motivation for learning. Staff have a thorough understanding of the Foundation Stage. Effective planning and organisation of the daily routine ensures children experience activities covering all six areas of learning. Staff are skilled at developing children's language and engage in conversation with children to develop and extend each child's communication skills. All activities are presented in an interesting and fun format, with planned extension and adaptation ideas for older/more able children or for those children who require more support to assist learning. Staff enable children to initiate play and learning opportunities and utilise most opportunities that arise. Children behave extremely well and respond to the positive and focused atmosphere staff create. Staff organise the premises extremely well and provide a rich and stimulating learning environment.

The leadership and management are very good. Staff are committed to high quality practice and an effective appraisal system ensures all staff keep their knowledge and skills up-to-date, through the completion of further training. Staff work very well together as a professional, dedicated and motivated team.

The partnership with parents is very good. Parents are kept informed of their children's progress at pre-school and have access to necessary records. Very good procedures are in place to enable parents to become involved in the pre-school routine. Extensive opportunities are provided for parents to be involved in their children's learning at home, such as the sharing of Parent Packs and Story Sacks.

What is being done well?

- Staff form very good relationships with children. They enjoy their company and children respond positively to them, creating a very happy and relaxed learning environment.
- Staff plan an interesting range of activities, which are carefully planned and appropriately resourced, to ensure children's developmental needs are met fully.
- Children have access to a wide range of high quality activities and resources. These enable children to learn about, explore and investigate the world around them and look at how things work. A good example of this is the Bug Hotel in the outside play area, where children can look at wildlife freely and use appropriate resources, such as magnifying glasses, to identify particular

insects.

- Good emphasis is given to developing children's social skills and staff act as good role models, affording children courtesy and respect. Children's behaviour is very good.
- Staff work well together as a team. There is an effective management structure and staff support one another fully. Staff are experienced early years practitioners, who are committed to providing a safe, secure and interesting environment for children.
- Staff create a very rich and stimulating learning environment. This is particularly well-planned, as all equipment and resources have to be cleared away after use, due to the shared provision of the premises.
- The garden is used well to stimulate children's interest in the natural world and the cycle of the seasons, nature and growing things. Curriculum plans demonstrate how staff utilise all opportunities to extend children's learning in the outside play area.

What needs to be improved?

- the opportunities during snack time for children to build on their mathematical skills.

What has improved since the last inspection?

Staff have made very good progress in addressing the issue raised at the last Ofsted inspection in 2001. At this inspection, staff agreed to:

Improve staff knowledge of the Code of Practice on the Identification and Assessment of Special Educational Needs, including defining and developing the role of the Special Educational Needs Co-ordinator.

To address this, staff have developed their knowledge in all areas of pre-school practice by undertaking extensive further training. Five staff members have now completed the Diploma in Pre-School Practice with special needs included as their option unit. This has therefore improved staff's understanding of the Code of Practice on the Identification and Assessment of Special Educational Needs, enabling them to meet children's needs accordingly. Staff have also attended further training courses facilitated by Surrey Early Years and Childcare Service, relevant to special needs, to increase and develop their knowledge and skills. As a result of this, staff are now fully conversant with special needs care issues and their understanding of the Code of Practice and inclusion legislation is detailed, enabling all children's individual needs to be addressed.

The role of Special Educational Needs Co-Ordinator (SENCO) had been delegated to one staff member who left the provision in July 2004, however, a senior member of staff has now taken over the management of this role, with all staff responsible for observation and assessment. Comprehensive paperwork and documentation are in

place, in accordance with the Code of Practice, to ensure that children's needs are monitored accordingly.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, sociable and motivated to learn. They show curiosity and interest in their surroundings and have very good concentration skills. They form close relationships with their peers and adults and are developing respect for one another, recognising that people have differing needs. Children play co-operatively and enjoy one another's company. They recognise the importance of sharing and turn taking and are able to negotiate in their play.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's speaking and listening skills are very good. They listen well at story time and during group discussion and participate confidently. Children use language effectively to communicate their needs and engage in conversation with both adults and their peers. Children's writing skills are developing well. They practise writing in regular activities, forming letters correctly. Children are developing a good understanding of literacy skills and enjoy books and stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have a very good understanding of number and shape and practise counting in most activities. They recognise numbers up to 20 and beyond and count confidently. Their understanding of simple concepts, such as calculation and shape, is progressing well although this is not always extended fully during snack time. A well-planned curriculum enables children to understand the concepts of pattern, shape, weight, size and money through practical activities such as role play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are able to explore, experiment and investigate their surroundings. They enjoy regular nature activities, such as gardening and bird watching. Cookery activities enable children to observe change. Children have a good understanding of the environment and are developing an awareness of the community in which they live and the wider world. This is reflected in their outings to the farm, theatre and local post office and as they celebrate a range of customs and cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children's physical skills are developing well. They are able to handle a range of tools and apparatus competently and with increasing skill and dexterity. Good provision is in place for children to manoeuvre wheeled toys, use balancing equipment and climb. Children use gardening tools and a range of large apparatus with skill and co-ordination. They are beginning to understand how their bodies work and recognise the importance of staying healthy and promoting good hygiene practice.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are encouraged to express themselves creatively through art, drama and music. They use their senses freely and use creative and imaginative language in their play. Children experience a range of art activities and experiment with a range of techniques and media, such as pastels, marbling, 3D modelling and mask making. Children enjoy regular role play and undertake a wide range of roles. Good provision is in place for children to participate in regular music and dance sessions.

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:
- consider reviewing the learning opportunities presented during snack time, to extend children's already well-developed understanding of number and calculation.

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.