



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 221797

DfES Number: 518740

INSPECTION DETAILS

Inspection Date	26/11/2003
Inspector Name	Veronica Sharpe

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hardwick Pre-School
Setting Address	Limes Road Hardwick Cambridge Cambridgeshire CB3 7QR

REGISTERED PROVIDER DETAILS

Name	The Committee of Hardwick Pre-school 1059361
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ORGANISATION DETAILS

Name	Hardwick Pre-school
Address	Hardwick Community Primary School Limes Road, Hardwick Cambridge Cambridgeshire CB3 7QR

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

Hardwick Pre-school is a registered charity operated by a voluntary committee of parents.

The pre-school has been operating for over 20 years and takes place in the community room of Hardwick Primary School. It serves mostly local village children.

There are currently 38 children aged between 2 years and 10 months and 4 years and 3 months on roll. This includes 14 funded three and four-year-olds. There are several children attending with special needs and two children who have English as an additional language.

The pre-school is open during term time only from 09:00 to 12:00 Tuesday to Friday. On Mondays there are two sessions, from 9:00 to 11:30 and 12:00 to 14:30, both of which utilise the school gym.

There are currently four staff working with the children, two of whom have Level 3 early years qualifications.

The group receives support from an Early Years mentor from the Early Years Development and Childcare Partnership (EYDCP) and is a member of the Pre-School Learning Alliance (PSLA) .

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 Hardwick Pre-school enable children to make generally good progress towards the early learning goals. Teaching is generally good, senior staff have a clear knowledge of the Foundation Stage Curriculum, which ensures children progress very well in most of the areas of learning. Staff provide a wide range of practical activities and ensure resources are attractively displayed to stimulate children's excitement. Children experience a balance of adult and child led activities and staff work together to record and plan these in order to ensure that children are challenged.

A thorough assessment system is in place. Staff take notes daily so they have a clear idea of children's progress, and this information is then used to plan children's next steps. Some of the staff are inexperienced and occasionally miss opportunities to question the children and extend their learning. However they are well supported by the manager and training needs have been identified.

Leadership and management is generally good. The manager oversees the planning and child observations and monitors the staff practice. She works with the committee to effectively assess the overall progress of the provision and the future needs of the children. A formal appraisal system for staff is to be put into place which will ensure their professional development is appropriate and effective.

The partnership with parents is generally good. Parents are well informed about the group and the curriculum through various means, such as the notice board, newsletters and daily discussion with staff. They help at sessions on a regular basis and serve on the committee. Parents receive a termly written report which they have opportunities to contribute to. There is a settling in process where staff comment on the child's confidence and wellbeing, which reassures parents.

What is being done well?

- Children's personal, social and emotional development is very good. Children form good relationships with each other and work well together in small and large groups. They co-operate, take turns and share resources and invite adults to share in their experiences.
- Children are aware of change, they know that leaves change colour in autumn and that winter follows. They take part in practical activities that help them explore their environment. They record that evidence in photographs which are then mounted into books so the children can use them as working tools in their continuing exploration of their environment. As a result their knowledge and understanding of the world is very good.
- Children's creativity is very good. They have many opportunities to experiment and explore using a wide range of media. They have a rich and

varied experience in the well resourced role play area where they use their imaginations to become doctors, spacemen or go on a picnic.

What needs to be improved?

- increased opportunities for children to estimate and problem solve to improve their understanding of mathematics.
- teaching, so that staff make better use of effective questioning to enable children to extend and enhance their learning and play.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection. Staff are monitoring children's participation in activities, particularly in the book corner. Books are arranged in a stimulating way and development of the area is still ongoing with a planned addition of a low level room divider to provide children with a quiet and comfortable area where they can select and use books independently.

Children are provided with a wide range of resources and practical activities which help them develop their skills in mathematics.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form good relationships with each other and work together in small and large groups. They co-operate, take turns and share resources, such as when playing with the farm and select their activities enthusiastically. They show pride in their achievements and persist with tasks until they are finished. They confidently initiate interaction with adults and ask them to join in their games. They are sensitive to the needs of others and respond with sympathy when someone is hurt or unhappy.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children write their own names and attempt mark making in everyday activities. They listen to stories, join in and predict what happens next. They listen to stories attentively and know that print has meaning and can trace letters using the correct formation. They choose their own books, both fiction and non-fiction and can share the information they find. They negotiate with each other and use language to develop and extend their joint ideas in role play.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy number rhymes and games, they count up to 10 both individually and as a group and know which numbers go before and after '9'. They recognise numerals, sequence them correctly and know when numbers are in the wrong order, for example, when making 'mobile phones' and are beginning to remember familiar numbers. They use positional language such as behind and in front in everyday situations. Opportunities for children to estimate and calculate are sometimes missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show curiosity and explore their environment through local walks, bus rides, looking at holiday photos and cards. They are aware of the seasons and know that leaves change colour in autumn. They examine the pre-school garden for change and record their findings with photographs and artwork. They have frequent access to ICT and operate simple programmes independently. They talk about themselves and others and celebrate familiar festivals such as Easter and Divali together.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children use threading sets and small and large construction activities with confidence. They move around the room safely and have frequent opportunities to run, climb and negotiate obstacles during gym sessions. They understand why they shiver when it is cold and put on coats and hats for outdoor play. They use eating utensils such as cups and plates confidently and know that fruit is good for them. They experiment with a wide range of media such as rice, clay and sand.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children have many opportunities to explore their creativity. They use paint daily with a variety of tools such as sponges and rollers and are able to create their own pictures without adult direction. They use a wide range of media to create collages and constructions both independently and co-operatively. They join in favourite songs and happily sing to themselves. They have a rich and varied experience in the role play area where there are a wide range of resources to enhance their play.	

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

- increase staff's knowledge of effective questioning techniques so that children continue to be challenged and therefore improve their progress and development.

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.