



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 206901

DfES Number: 521168

INSPECTION DETAILS

Inspection Date	18/03/2003
Inspector Name	Sharon Dickinson

SETTING DETAILS

Setting Name	West Hallam Village Pre-School Playgroup
Setting Address	Village Hall West Hallam Derbyshire DE7 6GR

REGISTERED PROVIDER DETAILS

Name	Mrs Diana Gaiqui
------	------------------

ORGANISATION DETAILS

Name
Address

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
West Hallam Pre-School first opened in 1967. It is situated in a rural village near Derby. The intake of children reflects the local area where there is a variety of social and economic backgrounds. The pre-school is situated in the village hall where it is run by a voluntary management committee, including parents. The children have access to two rooms, toilets and a spacious outdoor play area. The pre-school is registered for a maximum of 24 children aged under five years. It is open five mornings per week from 9:15-11:45am and three afternoons from 12:30-3:00pm, during term time. During the morning sessions children of all ages attend but the afternoon sessions are for children who will be starting school the following September. At present there are 51 children attending the pre-school for different periods during the week. Of these, there are 25 funded three-year-olds and eight funded four-year-olds. The pre-school welcomes and supports children with special educational needs and whom English is an additional language. There are five members of staff, four of whom hold recognised childcare qualifications, there are also two relief committee members available to support the group where needed. Parents participate in the running of the sessions through an organised parent rota system. The pre-school receives support from a qualified teacher employed by the Derbyshire Early Years Partnership and is a member of the Pre-School Learning Alliance.

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

How effective is the nursery education?

West Hallam Pre-School offers good quality nursery education where children enjoy learning through a wide range of interesting activities. Effective teaching helps children make generally good progress towards the early learning goals. Teaching is generally good. Staff create a warm, welcoming and supportive environment for children. They are engaged in their play and conversations and have a good knowledge of how children learn. Staff provide a wide range of practical activities and play experiences for children, there is a good balance between adult-led and child initiated tasks. The partnership with parents and carers is very good. Parents feel informed about their child's progress. They receive useful information via brochures, informal chats with key workers, annual parents week, community newsletter etc. Parents are invited to contribute to the group and their child's progress through initial child profiles, formal two-way discussions, questionnaires, rota system and voluntary committee members. Leadership and management is very good. Management offer good support to the staff team and are committed to continuous improvement including staff appraisal and on-going training and development. Staff are fully involved in planning and meet regularly to monitor and evaluate the educational programme and brainstorm ideas. Staff feedback is used to develop the next learning intentions.

What is being done well?

- Children are motivated and eager to learn. They operate independently and are encouraged to make decisions and select activities and resources for themselves.
- Children have regular opportunities to practice emerging writing skills and explore the meaning of writing in meaningful situations such as role play.
- Staff create a stimulating and supportive environment, they provide a wide range of practical activities and there is a good balance of adult-led and child initiated tasks.
- Parents receive useful information about children's progress and are encouraged to share what they know about their child. They have opportunities to become involved in the life of the pre-school.
- Management offer good support to the staff team and are committed to continuous improvement including on-going staff training and development.

What needs to be improved?

- planning for specific activities to clearly show intended learning aims for individual children including extension of learning to challenge more able children.
- staffs approach to teaching and correction of letter formation, particularly for more able children
- personal independence skills through daily routines such as morning snack time.

What has improved since the last inspection?

Planning now clearly defines 'focused' activities and early learning goals, appropriate staff and child deployment is recorded. Regular observations are used to record children's progress and achievement and inform next steps of learning. However, planning gives a general overview of aims and learning intentions for the whole group, there is currently no 'formal' method of linking specific activity aims to individual children's development, including ways of extending children's learning. Improved resources ensure the book corner is welcoming and inviting to children whom access it freely throughout the session, children understand how to care for and utilise books. Regular opportunities for mark-making are available via role-play further developing children's understanding that print carries meaning. Mathematical concepts including basic calculation skills are developed through practical activities such as adding, subtracting and grouping farm animals.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Generally Good
Children are developing confidence and self-esteem. They are motivated to learn, and are engaged and interested in the activities presented. Children work well as part of a group and independently. They are encouraged to make decisions and self-select tasks and resources themselves. Children are given opportunities to develop personal independence skills although these could be made more consistent for more able children i.e. pouring own drinks at morning snack times.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children have opportunities to practice mark-making and consolidate emerging writing skills and explore the purpose of writing in meaningful situations i.e. notepads and diaries in role play area. Children respond well to stories and songs. They have access to a welcoming and well presented book corner which fosters their enjoyment of books. Some children can write their names, although staffs teaching and correction is inconsistent to secure children's understanding of letter formation.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children sort, match and recognise mathematical patterns through a range of planned activities. They develop mathematical language to describe shape, position and size with staff support. Children develop a firm foundation and understanding of number operations and recognition through a wide range of practical activities e.g. shaping numbers from play dough.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children develop a sense of the world around them through a variety of planned themes and hands-on experiences e.g. looking at patterns and change in the lifecycle of a butterfly, discovery table, the roles that people play and taking part in celebrations such as Chinese New Year. Children learn about the use of everyday technology through regular access to a variety of technological items i.e. computer, electronic toys, tape recorders etc. They have good opportunities to design and construct.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children move confidently with increasing control and coordination. They develop large and small motor skills using a wide range of tools and equipment e.g. bikes, climbing frames, construction, rolling pins and cutters. Staff plan for physical play in order to ensure variety and to develop specific skills such as throwing and catching, but they also give children opportunities for recreation allowing to run and play freely.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Creativity is well fostered. Children have opportunities to express themselves and their feelings through a wide range of media e.g. painting, drawing, collage, movement etc. and their efforts are valued by staff. Children use their imagination well re-enacting their experiences through a variety of craft, small world and role play situations e.g. school, home, shop, builders yard etc.	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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
Further develop planning systems for focused activities to clearly show intended learning aims for individual children including extension of learning to challenge more able children. Ensure staff adopt a consistent approach to teaching and correction of letter formation, particularly with more able children.