



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY242519

DfES Number: 512955

INSPECTION DETAILS

Inspection Date	08/12/2004
Inspector Name	Dorcas Elizabeth Forgan

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Hardwick Pre-School
Setting Address	John Bridles Hall Lower Road Hardwick Buckinghamshire HP22 4DZ

REGISTERED PROVIDER DETAILS

Name	Hardwick Pre-School
------	---------------------

ORGANISATION DETAILS

Name	Hardwick Pre-School
Address	John Bridles Hall Lower Road Hardwick Buckinghamshire HP22 4DZ

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 opened in 1993. It operates from John Bridles Hall in the village of Hardwick. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.30 to 12.00 during term times. An extra session is offered to children the term before they go to school. This session is between 12.00 and 13.15 one day a week. All children share access to a secure enclosed outdoor play area.

There are currently 30 children aged from 2 to under 5 years on roll. Of these, 21 children receive funding for nursery education. Children come from the village and surrounding areas.

The pre-school employs five staff, two of whom are working towards early years qualifications.

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

How effective is the nursery education?

Hardwick Pre-school provides good-quality nursery education overall, which enables the children to make generally good progress towards the early learning goals.

The quality of teaching is generally good. Senior staff have an understanding of the early learning goals. Planning covers all areas of learning, but some activities are not extended to provide opportunities for children to practise new skills, particularly in literacy and mathematics. The staff are well deployed at activities and offer children support. The staff provide a variety of activities to develop children's creative and physical skills, but there are insufficient opportunities to develop their knowledge of cultures and traditions. The staff have made changes to the daily routine that are being monitored to ensure they are in the best interests of the children, such as providing outside play at the start of the session. Children are gaining independence through making choices. Assessments and observations are made of the children, which are used to plan their next steps of learning.

Leadership and management are generally good. The new management committee are developing their roles and responsibilities. They offer support to the staff and are committed to improvement. Senior staff are attending training, but there is no appraisal system in place to ensure the development of all staff. Systems to monitor and evaluate are in place. The manager is in control on a daily basis and ensures the new staff team are clear about their roles. They work closely as a team and meet weekly to ensure effective communication.

Partnership with parents is generally good. Parents receive clear detailed information about the group and the curriculum. Parents and staff exchange information verbally on a daily basis. Children's development records are available to parents to view on request, but there is no formal system in place for parents to contribute to these records.

What is being done well?

- Children are happy and confident. They are curious and eager to participate. They enjoy bringing in items for show and tell. An adult individually welcomes them into the area and discusses with the child what the item is so that later they are confident to speak in front of the whole group to explain what they have contributed. Children are gaining self-esteem.
- Children enthusiastically create their own imaginary games using the dressing up clothes and props, such as singing Christmas carols using a song sheet and the karaoke singer with her microphone. Adults interact appropriately to encourage the children and extend their games.
- Children participate with enthusiasm in physical activities provided. They move around the building and playground with ease. They enjoy playing

football, catch, and are able to bowl the rings well.

- The dedicated team of staff work well together. They are flexible and willing to help each other. They provide a happy relaxed atmosphere for the children. Through their weekly meetings, they ensure that all children's needs are met.

What needs to be improved?

- the introduction of an appraisal system to ensure the professional development of all staff
- opportunities for children to write in role play situations
- children's knowledge of their own and other cultures and traditions
- attention given to increasing opportunities for children to practise simple calculation, addition and subtraction
- the introduction of a system to enable parents to contribute to their child's development records.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The pre-school were required to provide opportunities for the children to develop pencil skills, to write letters correctly and begin to link letters and sounds. They were also required to develop documentation so that plans identified the early learning goals.

A graphic table has been provided so that children have free access to mark making and drawing resources. The children have regular opportunities to observe how their names are written correctly and practise writing them on their own work. Adults provide support and guidance. A letter of the week has been introduced. Parents are requested to help children find items at home that begin with the relevant letter. Children can sound several letters especially those in their names.

The plans have been changed completely by the new staff. They identify the early learning goals that are covered by an activity and the learning objectives. This ensures that all staff are well informed and can help the children achieve what is intended.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the group confidently and are keen to take part in the session; they are eager to explain their 'show and tell' objects to an adult. They link up with peers and choose the activities in which they want to take part. They concentrate and persevere to complete tasks. Adults encourage the children to develop their independence and to gain a sense of pride. Children are learning to show care for others. They behave well.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children chat confidently with adults and peers; most are able to speak in front of large group with confidence. They all enjoy listening to stories and participate and predict what might happen, especially in familiar stories like the nativity. Children recognise their own names and the more able children write their first names independently. They are becoming familiar with phonics. However, children do not have opportunities to practise writing such as in role play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count up to 10 confidently; most are able to count further. They have many opportunities throughout the session to practise, for example when in a line and counting the camels in the story. Children are beginning to recognise numerals. Staff miss opportunities to introduce subtraction, addition and simple calculation. Children enjoy patterns and making their own symmetrical shapes. They are gaining an understanding of weight and capacity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff use the playground imaginatively to stimulate the children's learning and their interest in nature. Children grow their own plants in boxes and observe the changing of the seasons. Children talk confidently about events in their lives. Staff make effective use of group times and books to inform children about the environment they live in. Children have access to a range of technical equipment. Opportunities are limited for children to find out about cultures and traditions.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are provided with daily opportunities to use the outside play area for planned activities that cover the whole curriculum; they move confidently and safely with good co-ordination and spatial awareness. Children are becoming aware of personal hygiene and caring for themselves. They have many opportunities to develop fine motor skills and hand-eye coordination and are able to use a wide variety of tools such as sponges, small hammers, spoons and shovels.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Whilst playing outside, children enjoy exploring the sounds of the musical instruments. They march, dance, and pretend to be carol singers. They respond with enthusiasm. Role play activities are varied and interesting. Children draw on their experiences and imagination as they pretend to be firemen, or an adult reading a book to other children. They have regular opportunities to explore colour and take part in art activities.	
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

- introduce a system to ensure the professional development of staff
- provide more opportunities for children to write in role play situations
- develop children's knowledge of their own culture and traditions and those of other people
- provide further opportunities for the children to practise simple calculation, addition and subtraction.

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.