



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 226330

DfES Number: 539452

INSPECTION DETAILS

Inspection Date	01/03/2005
Inspector Name	Tina Garner

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Harby Pre-School
Setting Address	The Village Hall School Lane Harby Melton Mowbray Leicestershire LE14 4BZ

REGISTERED PROVIDER DETAILS

Name	Harby Pre-School 518145
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ORGANISATION DETAILS

Name	Harby Pre-School
Address	The Village Hall School Lane, Harby Melton Mowbray Leicestershire LE14 4BZ

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

Harby Pre-School opened in 1974 and operates from the village hall within the rural village of Harby. The group have access to the large hall, kitchen and appropriate toilet facilities. The Pre-School is open to children who live in Harby and the surrounding villages.

There are currently 20 children on roll, who attend a variety of sessions each week, depending on parents wishes. This includes 9 children who receive funding for nursery education. The setting does not currently have any children with special educational needs or who speak English as an additional language.

The group opens on Monday, Tuesday and Thursday during school term-times from 09:00 to 12:00.

There are two full-time and two part-time staff who are available to work with the children. Two staff member who hold early years qualification to level three, with one other staff member currently working towards a relevant level two qualification. The setting is a registered charity, and are members of the Pre-school Learning Alliance. They receive support from a teacher/mentor from the Leicestershire Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Harby Pre-School offers good quality provision, which enables children to make generally good progress towards the early learning goals.

The quality of the teaching is generally good. The staff work effectively as a team to deliver the curriculum, they have caring relationships with children who are secure, happy and keen to engage with both adults and their peers. Staffs' knowledge of the foundation stage is variable; consequently they are not always clear what children could learn from activities. Children's progress is observed and recorded, however these are not currently used as effectively as they might be to identify children's next steps in learning. Staff deployment, room organisation and the use of resources are all thoughtfully managed. Daily sessions have a good balance of group activities and free play which provides opportunities for children to participate in child led activities, which allow them to develop their own ideas and creativity, these extend and consolidate their learning well. However, better organisation of large group activities is needed to enable children to remain focused. Good standards of behaviour are maintained and staff use praise and encouragement to promote children's self-esteem.

Overall, the leadership and management of the setting is generally good, with an actively involved committee, and staff adopting a proactive attitude to the inspection process and to introducing positive changes. Staff are encouraged to undertake further training, although there is no formal appraisal system in place. The provision is evaluated through staff meetings; however, they do not clearly identify weaknesses.

The partnership with parents is generally good. Parents receive appropriate communications from the pre-school, including verbal and some written information, which is currently being developed further. There is no formal system to involve parents in the assessment of children's progress.

What is being done well?

- Staff build strong, warm relationships with children, which effectively develop children's confidence and self esteem. Children are motivated learners and show high levels of enjoyment and focused attention in their activities.
- Children are confident and sociable. They are developing a strong sense of belonging in the environment and are beginning to form good relationships with each other. This encourages them to share equipment, take turns and work harmoniously together.
- Children are developing good fine motor skills, which are learnt through a range of well-planned activities and the availability of easily accessible supporting resource.

What needs to be improved?
<ul style="list-style-type: none"> ● staffs' knowledge of the stepping stones towards the early learning goals to increase their understanding about what children should learn from the activities provided ● organisation of whole group activities to ensure all children benefit from them ● systems to further improve the mutual sharing of information with parents

What has improved since the last inspection?
Not Applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are motivated to learn throughout the session, their confidence and self-esteem is well enhanced through skilled adult encouragement. Children confidently attempt new activities, they are able to choose their play independently and most children show good concentration and persistence to a task. They enjoy sharing news and thoughts during group activities, however some children struggle to concentrate effectively.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are confident speakers, and use language well to talk about their real and imagined experiences: staff are interested in what they say. All children enjoy stories and join in familiar rhymes. They are interested in writing for a purpose and are developing good pencil control, however fewer opportunities are provided for children to recognise and attempt to write their own names.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children show an interest in numerals, they are learning to count and recognise numbers to ten. Children are learning about shape and size, they use mathematical language during general play situations. Many children can also recognise and compare space and position. However, there are few opportunities for children to develop and consolidate an understanding of simple calculation during practical daily activities and routines.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing a sense of time and place, which they demonstrate through discussion about their lives and recounting past and present events. Planned activities support their knowledge of their own and other cultures. Children make use of information technology resources and have opportunities to explore a range of objects and understand how they work. Children build using construction sets, however they have fewer opportunities to form and construct using a range of tools and junk.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Staff provide a range of tools and equipment indoors which help develop children's manipulative skills. They are developing good fine motor skills which they demonstrate through persistence at construction activities and manipulation of materials such as dough. Children have a good sense of space and can move safely. However children have fewer opportunities to consolidate skills in climbing and balancing.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy exploring a wide range of media such as dough, paint and collage materials. They can recall familiar songs and can remember associated actions. They have access to a range of musical instruments, however limited planned activities are provided to increase children's knowledge of rhythm and sound. Children respond well during story time and are able to share and express thoughts confidently.	
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

- Develop staffs' knowledge of the stepping stones towards the early learning goals to increase their understanding of what children could potentially learn from activities and enable them to support children to build on what they can already do.
- Continue to develop the organisation of group activities to enable all children to remain focused, participate fully and value the contribution of others.
- Further improve systems for sharing information with parents with regard to the foundation stage curriculum, children's ongoing progress and how parents can extend children's learning at home.

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.