



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 110542

DfES Number: 517000

### INSPECTION DETAILS

Inspection Date 01/03/2004  
Inspector Name Marilyn Joy

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Hale Preschool  
Setting Address Village Hall  
Hatchett Green, Hale  
Fordingbridge  
Hampshire  
SP6 2NE

### REGISTERED PROVIDER DETAILS

Name The Committee of HALE PRE-SCHOOL COMMITTEE

### ORGANISATION DETAILS

Name HALE PRE-SCHOOL COMMITTEE  
Address U/A  
U/A

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Hale Pre-school and Toddler Group opened in approximately 1976. It operates from a dedicated room in the village hall and serves the local area.

There are currently 26 children from 2 years to 5 years on roll. This includes 4 funded three-year-olds and 10 funded four-year-olds. Children attend for a variety of sessions. The group supports children who have special educational needs and children who speak English as an additional language.

The group opens five days a week during term times only. Sessions are from 09:00 until 12:00 and 13:00 until 15:30.

There is one full-time member of staff and three part-time members of staff working with the children. There are two with early years qualifications and two who are currently on training programmes.

### How good is the Day Care?

Hale Pre-school and Toddler Group provides satisfactory care for children. A warm and welcoming environment is offered where children develop confidence and independence. Space is used creatively, indoors and outdoors, to meet children's needs. A wide range of resources are rotated to stimulate their interest and involvement. Most documentation is in place.

Staff have a good awareness of health and hygiene. They promote good routines with the children and encourage them to be aware of their own safety. Staff are vigilant about children's safety and take positive steps to maintain safety in most areas. Formal risk assessments are not regularly carried out. Staff have a positive approach to supporting children with special needs. However relevant training has not been attended.

A broad range of activities are planned to support children's learning in all areas, particularly their creativity, physical development and social skills. Effective

behaviour management strategies are used to promote positive behaviour.

Partnership with parents is given a high priority. Parents have access to a range of information about the pre-school and are encouraged to be involved through the committee or parent's rota. Most policies and procedures are up to date and shared with parents. Staff exchange information verbally with parents regarding children's well-being and progress.

#### **What has improved since the last inspection?**

Not applicable.

#### **What is being done well?**

- A well-planned programme allows children to explore a wide range of stimulating activities. Staff interact effectively with children promoting their language and understanding well. They are interested in what children do and say.
- Staff have a good understanding of behaviour management and agree strategies with parents. They use praise and encouragement, as well as clear and consistent boundaries, to promote positive behaviour. Children know what is expected and behave well.
- The pre-school is bright and welcoming with displays of children's work decorating the walls. Interesting resources are set out ready for children's arrival. Children develop independence when choosing or selecting resources for themselves from low-level shelves. They enjoy daily outdoor play and using the range of challenging outdoor equipment.
- Staff have a sound knowledge of children's individual needs and respect parent's wishes regarding their care. Staff share information about topics to ensure parents are aware of the activities their children will be participating in.

#### **What needs to be improved?**

- risk assessments to ensure safety is maintained in all areas
- staff knowledge and understanding of the of the Code of Practice (2002) for the Identification and Assessment of Special Educational Needs
- documentation, policies and procedures to ensure they are up to date and accurate.

#### **Outcome of the inspection**

Satisfactory

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
6	Conduct a risk assessment on the premises identifying actions to be taken to minimize risks and regularly review.
10	Develop staff's knowledge and understanding of the Code of Practice (2002) for the Identification and Assessment of Special Educational Needs.
14	Ensure all documentation, policies and procedures are accurately maintained and regularly reviewed.

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

### How effective is the nursery education?

Hale Pre-school and Toddler Group offers good quality provision which helps children to make generally good progress towards the early learning goals.

Teaching is generally good. Staff use their knowledge of the early learning goals to provide an inviting and well-planned environment. A stimulating range of indoor and outdoor resources offer children challenges in most areas. The curriculum is carefully planned and details of the weekly planning are displayed for parents. Assessment of children's progress is not always effective or used to plan for individual children's progression. Staff form positive relationships with children and have a good understanding of behaviour management. They provide positive role models, helping children to understand what is expected of them and to show consideration for others. Staff are enthusiastic and present activities in a lively manner. They allow children time to become engrossed, concentrate and complete activities.

Leadership and management is generally good. The committee of parents, as well as effective daily leadership, provides a clear management structure that supports staff, children and parents. The pre-school is committed to improvement, although supporting training initiatives is not always easy. Staff work well together as a team and have high expectations for children's learning.

Partnership with parents is generally good. Parents are provided with a wide range of information about the setting and are kept up-to-date with regular newsletters. They are encouraged to share what they know about their child when joining the pre-school. However there are no formal opportunities to provide parents with details of ongoing progression or for them to contribute to their records. Staff develop a sound knowledge of individual children through regular discussions with parents.

### What is being done well?

- Children's creativity is valued and promoted. Children express themselves freely using a variety of mediums and role-play. They have time and resources to design and make their own models.
- Children explore a variety of activities that challenge their physical development. They move with control and co-ordination and use a wide range of small and large equipment.
- Children are developing confidence and self-esteem. They form positive relationships with adults and each other. Many are becoming confident communicators with effective support from staff.
- Staff and management work closely together to promote partnership with parents and provide a sound foundation for children's learning.

**What needs to be improved?**

- assessment of children's progress to ensure all aspects of learning are covered and assessments are used to plan for individual children's progression
- records shared with parents so they are well informed about their child's achievements and progress and they have opportunities to contribute to their records
- opportunities to solve simple problems and recognise numerals during everyday activities.

**What has improved since the last inspection?**

At the last inspection the pre-school was asked to identify the learning objectives of each activity, making reference to the desirable learning outcomes; these objectives should be linked to the assessment records in order to aid the monitoring and to ensure that all the desirable outcomes are being met. A new system has been introduced which ensures that planning covers all areas of learning and activities are linked to the stepping stones. Assessment records include all areas of learning but are not clearly linked to the stepping stones in all aspects, particularly for mathematical development.

The pre-school was also asked to provide more resources such as programmable toys to enable children to make appropriate use of technology to support their learning. They have obtained additional technology resources which are regularly available and children make good use of them during role-play activities. Adult support is not always available to support children who want to use the more difficult programmes.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are learning to work harmoniously together. Many take turns and share. Most arrive confidently and form positive relationships with adults. They share their successes with staff and seek their support when unsure or if needing help to resolve difficulties. Children are becoming independent. They select resources for during craft activities and choose activities from accessible shelving. Children are developing confidence and concentration. They are interested and motivated to learn.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing confidence in speaking. They explain what they are doing and the rules of the game. Most willingly contribute during circle time and extend their vocabulary when talking about their experiences with staff. Children enjoy books and are becoming aware that print carries meaning. They know labels tell them what is in the drawers and some can recognise their names. Many use writing in their play when making shopping lists. Some form letters well and write their own name.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are interested in numbers and use counting during their play. They count how many items on the shopping list and how many children are present. Many count confidently to 10. Some opportunities are missed to solve simple problems and recognise numerals during everyday activities. Many are beginning to use mathematical language to describe the size and shape of objects and their position. They explore volume and measure during water play and cooking activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children design and build their own models. They have time to create their own designs and construct with a variety of different materials and objects. They select their own resources and experiment with different techniques to shape and assemble. Children are interested in exploring how things work such as the marble run and water wheel. Children are becoming aware of time. They talk about their home and past experiences as well as what they are going to do after pre-school.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move with control and co-ordination inside and outside. They are becoming aware of their own and others space when playing in confined areas. They demonstrate increasing skill and confidence in using a variety of small and large equipment such as the climbing frame or hoops. They skilfully use tools for cutting and rolling; build with bricks and manipulate small world figures. They are becoming aware of their own bodies and healthy practices such as personal hygiene, eating and rest.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children explore colour, texture and form through a variety of craft activities and many can name colours. They have time to explore different materials and mediums, freely express themselves and continue until satisfied. They enthusiastically join in with familiar rhymes and songs and many sing songs spontaneously during their play. Children develop their imagination and social skills during role-play activities. They learn to share the till when playing shops and take turns in driving the bus.

**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**

- improve the assessment of children's progress to ensure all aspects of learning are covered and assessments are used to plan for individual children's progression
- share children's records with parents so they are well informed about their achievements and progress and they have opportunities to contribute to their records
- provide opportunities for children to solve simple problems and recognise numerals during everyday activities.

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*