



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY280224

DfES Number:

INSPECTION DETAILS

Inspection Date 16/09/2004
Inspector Name Susan Parker

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name The Conifers
Setting Address Harlington Lower School
Westoning Road
Harlington
Bedfordshire
LU5 6PD

REGISTERED PROVIDER DETAILS

Name Harlington Village Pre-School 1023563

ORGANISATION DETAILS

Name Harlington Village Pre-School
Address 32 Sundon Road
Harlington
Dunstable
Bedfordshire
LU5 6LR

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

The Conifers offers 26 places for children aged 2 to 5 years. The pre-school is run by a committee of parents, who support the co-ordinator in her role of running the daily sessions.

The group are currently in receipt of funding for 11 children, they have 2 children with special educational needs, no children are currently attending for whom English is an additional language.

The pre-school is open every morning during the school term from 09:00 to 12:00.

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

How effective is the nursery education?

The provision for nursery education for three and four year olds at The Conifers is of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good, staff have an appropriate understanding of the foundation stage and the stepping stones. Staff use the accommodation and resources imaginatively to provide a good range of suitable equipment and learning activities for the children. Behaviour is good, staff are consistent in maintaining appropriate boundaries and praising good behaviour. Planning provides some challenges for the more able children. Assessments are used effectively to plan the next steps in the children's learning.

The leadership and management is generally good. The committee who sit in post for a year are made up of parents and provide effective support for staff. The day to day running of the group is overseen by the co-ordinator. Committee and staff work together to monitor and evaluate the children's progress and teaching strategies, and are committed to evaluating the success of the setting in general.

The partnership with parents is very good. Parents are provided with good quality information about the setting and the progress of their children. Parents are fully involved by acting as committee members and volunteering help during the sessions if required.

What is being done well?

- Management of the children's behaviour. Staff adapt their practice to and children are grouped appropriately in order to maintain concentration and minimise distraction.
- Provision of a stimulating range of activities which promote the development of children's physical skills.
- Evaluation and adaptation of planned activities and routine to promote children's personal, social and emotional development

What needs to be improved?

- provision of appropriate tools. For example use of small cars in wet sand and hand whisks with play dough.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are forming firm relationships with adults and are beginning to work together in groups. They understand the need to share and take turns which is reinforced during circle time where social skills and house rules are promoted. Children's independence and confidence is progressing well, they have time to put on their own coat and shoes. Behaviour is good, older children help younger ones to understand and comply with behaviour boundaries and settle into a routine.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children interact, talk and negotiate with each other in their role play. They use language to explore real and imaginary experiences. Children have assorted opportunities to explore letters and sounds through play experiences. Use of magnetic alphabet, key boards, chalk and chalk boards enable children to attempt writing through play. Correct formation of letters is highly praised by staff and examples can be seen on children's work displayed on the walls.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are beginning to say and use numbers in every day contexts. They can count reliably and are beginning to recognise numbers. Children are able to use mathematical language to describe and compare shapes, sizes, positions and quantities. Children are beginning to explore basic calculations such as addition and subtraction using songs and rhymes, however, this could be extended further through basic every day practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have many practical experiences to explore aspects of the natural world. They are able to build and construct using different materials and a wide range of objects. Children are beginning to explore communication technology such as keyboards, a mouse, mobile telephones, walkie talkies, TV and video. Children are learning about their local community with visitors such as a parent and baby, and participating in local fundraising events. They also celebrate festivals from other cultures.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children effectively use very small items such as tiny shapes and stars for sticking. They also use small tools such as play dough cutters and rollers, scissors and pencils. Children are increasing their skills with large equipment such as bikes, see saws, climbing frames and slide. They practice their balance using stilts, and develop their throwing and catching skills with bean bags and balls. Children are beginning to develop a safety awareness while carrying their own chairs.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children's art work shows their own creativity and ideas are valued. Art work enables the children to experiment with various colours and textures, shapes and forms when making collages and models. Their imaginative play is well supported with suitable resources and props. Children can fully immerse themselves in their chosen roles and communicate their ideas well in their role 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

- Ensure all tools and accessories are appropriate for their proposed use.

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.