



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 403438

DfES Number: 522060

INSPECTION DETAILS

Inspection Date 07/10/2004
Inspector Name Julie Washer

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Churchfields Kindergarten
Setting Address Greencotes
Hertford
Hertfordshire
SG13 8AE

REGISTERED PROVIDER DETAILS

Name The Committee of Churchfields Kindergarten 291908

ORGANISATION DETAILS

Name Churchfields Kindergarten
Address Greencotes
Hertford
Hertfordshire
SG13 8AE

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

Churchfields Kindergarten is a committee run pre-school and opened in 1979. It operates from part of the Abel Primary School building, which it shares with the nursery. It is situated close to the town centre of Hertford and serves the local area.

There are currently 20 children from 2 to 5 years on roll. This includes 17 funded three year olds and 1 funded 4 year old. Children attend for a variety of sessions. The setting welcomes children with special needs and who speak English as an additional language.

The group opens four days a week from 12:45 to 15:00, excluding Tuesdays, during school term times.

Three members of staff work with the children. All of them have early years qualifications to NVQ Level 2 or 3. The kindergarten are members 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?

The provision for nursery education at Churchfields Kindergarten is very good. It enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff have an excellent knowledge of the Foundation Stage which they use to plan a wide variety of meaningful activities to help children achieve their full potential. They interact effectively with the children and their sound knowledge of how young children learn ensures that every child is able to consolidate and progress in their learning. Staff skilfully plan a wide range of interesting and stimulating play, based on activities which provide an appropriate level of challenge for the children. Good use is made of observations and assessment records to identify the next steps in the children's learning. Children's independence skills are superb. Staff encourage children to become independent in their daily routines at every opportunity. They are patient and child-centred in their approach; the children feel secure and comfortable and are able to learn and develop at their own pace. Behaviour is excellent. Staff have high expectations of children's behaviour and they respond well.

Leadership and management is very good. The vision of the management to offer high quality care and education, where children are happy and can play safely, is evident in the environment provided. Their enthusiasm for providing children with an effective learning atmosphere ensures that staff share the vision and work well as a team. Termly staff appraisals and weekly meetings enables the setting to monitor and evaluate the effectiveness of the nursery provision.

The kindergarten has a very good partnership with parents. They are provided with good quality information about the setting and the curriculum through newsletters, the prospectus and the parent's notice board. Positive comments were received from parents both verbally and in the written questionnaires.

What is being done well?

- Staff provide many opportunities for children to develop their skills in communication, language and literacy. Their vocabulary is extended as they interact with each other and staff. Children use language such as 'Spiky' to describe wheat. They are introduced to letter sounds and learn how they are linked to form words. Children practise their writing skills frequently, and emergent writing is encouraged in many ways, including role play activities. Staff use books well to support learning and children are encouraged to look at both fiction and information texts to explore topics and learn new vocabulary.
- Children's mathematical skills are developing very well. They are provided with many opportunities to count and recognise numbers during their play.

Children enjoy singing number rhymes and songs and are encouraged to practise their calculation skills. They enthusiastically take part in action songs as they pretend to be crunchy brown leaves and calculate how many are left when they take one away. More able children can take out six objects from a larger group, add two groups of three together to make six and add one and take one away to make two groups the same.

- There is a very real partnership between parents and staff. They are provided with many opportunities to be involved in their children's learning, they are able to share their children's work as they look at their Rainbow Books together, help at sessions with the library books, attend local outings and are invited to attend sessions through the parent rota system. The friendly and approachable staff ensure they are frequently kept well informed of their children's progress.
- Staff provide a wide range of activities to help children make progress in all six areas of learning. The activities are exciting, interesting and well planned. Staff are skilful in observing and recording assessments so that plans for children's future learning can build on what they already know and can do.

What needs to be improved?
● children's knowledge of different cultures.

What has improved since the last inspection?
N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, interested and motivated to learn. They show independence as they make choices, and can concentrate well as they persevere on their tasks. Children take turns and share, and become interested and involved in their play, which underpins their learning in many areas. There are very good relationships between staff and children. Behaviour is excellent. Children's independence skills are developing very well as they pour their drinks at snack and refill water jugs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use language effectively to communicate with one another and with adults. They discuss real and imaginary events as they play and work. Children learn letters sounds and associate these with initial sounds and familiar words. Children are supported in their writing, they are learning to form letters correctly, write their own names and have many opportunities to develop their emergent writing skills such as in role play activities and the writing area.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are given many opportunities to use numbers and learn the concept of counting as they play and work. Songs and rhymes teach simple calculation as they count up and down. Staff challenge children well and encourage them to add two groups of three together and add one and take one away to make two groups the same. Free play with sand and water introduces concepts of quantity and measure. Children enjoy weighing and balancing conkers in sand play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's scientific skills are developing well. They are provided with many opportunities to investigate objects and materials and use magnifiers to closely observe what they see. Children enjoy collecting and observing items on their Autumn walk. They look at wheat and talk about where it comes from. Children competently use the computer and other technology toys such as robots to support their learning. They observe tadpoles and water the seeds they plant as they watch them grow and change.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have opportunities everyday to develop and refine their physical skills using a range of small and large equipment. They balance, jump off and land appropriately as they use the large climbing equipment outside. Children move with confidence and imagination as they ride wheeled toys and park them in the numbered parking spaces. They enjoy daily stimulating sand and water play activities. Children develop fine motor skills as they use puzzles, tools for dough, mark making and crafts.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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A balance of free and guided art and craft activities introduce colour, texture and two and three dimensions as children paint, print, make models and explore coloured corn flour mixtures. They participate in music and movement sessions and explore sound and rhythm using instruments they have made. Children enjoy favourite songs, joining in with appropriate actions and pretending to be leaves. Imaginary play is encouraged and well resourced with a range of small world items, props and costumes.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report but a point for consideration should be given to the following:
- further extend the children's knowledge of different cultures.

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.