



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109834

DfES Number: 582526

INSPECTION DETAILS

Inspection Date 15/09/2004
Inspector Name Clare Moore

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hyde Pre-School
Setting Address Hyde Church Rooms
Hyde
Fordingbridge
Hampshire
SP6 2QH

REGISTERED PROVIDER DETAILS

Name The Committee of HYDE PRESCHOOL

ORGANISATION DETAILS

Name HYDE PRESCHOOL
Address HYDE CHURCH ROOMS
HYDE
FORDINGBRIDGE
HAMPSHIRE
SP6 2QH

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

Hyde Pre-School opened in 1984. It is managed by a voluntary parent committee. It operates from a community hall in the village of Hyde near Fordingbridge and serves the local area.

There are currently 10 children from 2 to 5 years of age on role. This includes 5 funded 3-year-olds and no funded 4-year-olds. Children attend for a variety of sessions. The setting welcomes children who have special needs. There are no children attending who speak English as an additional language.

The group opens three days a week during school term times. Sessions are from 09:00 until 11:45 on Monday, Wednesday and Friday.

There are six staff who work with the children. Two of the staff have early years qualifications equivalent to NVQ level 3. The setting receives support from the 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?

Hyde Pre-School provides nursery education of high quality overall. Children are making very good progress towards the early learning goals in all the areas of learning.

The quality of teaching is very good. All the staff are involved in planning a balanced curriculum of activities that stimulates learning across the six areas. Staff plan a variety of practical activities and organise resources to create a stimulating learning environment. An effective key worker system ensures that staff have good knowledge of individual children. They regularly record children's achievements and show areas to be targeted for development. Staff liaise with other professionals to help children with special educational needs. They use a range of teaching methods and ensure all children are included. They engage children in conversation, develop language skills and include counting throughout activities. They help all children to enjoy books and stories. They use praise and encouragement to build children's confidence and are also good at helping children to develop independence. They provide a balanced range of adult led activities and opportunities for children to initiate their own activities.

The leadership and management are very good. The two supervisors provide effective leadership to a committed staff team who work well together. Staff are encouraged and supported in developing their skills and knowledge. The management committee is active in fund raising and supporting the staff. The provision is evaluated on a daily basis and the Pre-School is committed to future development and improvement.

The partnership with parents is very good. Parents are made welcome in the group and serve on the management committee. They spend time talking informally to staff about their children and they receive regular information about their children's progress. They are confident in discussing any concerns with staff.

What is being done well?

- Staff's clear understanding of the early learning goals leads to well plan activities which engage and sustain children's interests and efforts.
- Staff regularly record children's achievements, and each child has their own individual record of achievement. This is linked to the planning to ensure that children are set appropriate challenges that increase their thinking and skills.
- Parents are kept very well informed of their children's progress. They are welcomed into the setting , invited to contribute to records and given ideas to support their children's learning at home.
- Staff use excellent strategies to promote good behaviour and consideration for others. They give children clear and consistent guidelines which help

them understand the impact of unacceptable behaviour on others. Their calm and positive manner sets a very good example for children.

- Good use is made of the outdoor play area and children enjoy frequent opportunities for exercise and physical challenge. The area is used in almost all weathers and all year round which enables children to observe the changing seasons.
- Staff work well together as a team and are committed to improvement. They support each other and share information and knowledge.

What needs to be improved?

- The opportunities for children to develop their understanding of number by separating groups of objects and making comparisons.

What has improved since the last inspection?

The pre-school has made very good progress in addressing the points for consideration which were raised at the last inspection.

To "identify better the key ideas and associated language to be promoted during a particular activity", staff introduce new words and ask questions to encourage children to practise their language skills.

To "improve grouping to provide for every child's needs", the setting now organises groups according to ability identified from the assessments which enables them to extend learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Most children sit quietly to listen and are able to concentrate for sustained periods. They are confident in moving between activities and relate well to other children. They learn to take turns and to share and are sensitive to the needs of others. They are learning to become independent by dressing themselves for outside play, selecting resources and managing their personal needs.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are becoming confident speakers and are developing listening skills in group discussions. They enjoy looking at books and listening to stories in a well-equipped and comfortable reading area. They are developing an understanding of rhyme and learn to hear and say the initial sounds in words. Many can recognise their printed names and some are attempting to write them. They use writing in role-play situations, for example writing letters and taking orders in the café.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children work with numbers throughout their daily activities. They learn to count through songs, rhymes, games and counting up those present at registration. They do not often compare number groups. They learn to recognise numerals using jumbo dice, games and charts, and use various resources to learn about shape and colour. They practise mathematical language when growing and measuring sunflowers.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate, observe and talk about what they see. They enjoy exploring the feel and flow of tealeaves and rice. They show excitement when they find a spider outside, and when they observe colouring being added to water. They learn about their local community from visitors and local walks to collect items for collage. They design and build with construction toys and with recycled materials. They use a computerised telephone and programmable toys as an introduction to technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children practise physical skills through ride-on toys, a play tunnel and balancing and climbing apparatus, both indoors and using the outside play area. They use small equipment to throw, catch and control, and develop manipulative skills with a range of tools and materials such as pencils, scissors, clothes pegs and dough cutters and shapers. They learn about the importance of healthy food and good hygiene practice in keeping healthy.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore colour and texture with imaginative art and craft work and show pride in the results. They apply paint in different ways. They join in songs and rhymes and use percussion instruments to explore sound and rhythm. They act out experiences and develop their imagination in role-play situations as they play in "the office" and " the restaurant".

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 consideration should be given to the following:
- Develop mathematical provision to encourage children to explore groups of objects and solve number problems.

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.