



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 223537

DfES Number: 517980

INSPECTION DETAILS

Inspection Date 06/01/2005
Inspector Name Janette Elizabeth Owen

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Highmore Hedgehogs
Setting Address Westfields Community Hall
Highmore Street
Hereford
Herefordshire
HR4 OEY

REGISTERED PROVIDER DETAILS

Name The Committee of Highmore Hedgehogs

ORGANISATION DETAILS

Name Highmore Hedgehogs
Address Westfields Community Hall
Highmore Street
Hereford
Herefordshire
HR4 OEY

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

Highmore Hedgehogs Pre-School moved to its present location, a new community centre on the outskirts of the city, in 2000. The group has access to the main hall, committee room, kitchen, toilets and outside play area. There is adequate parking for parents. Children attending the group come from a wide geographical area.

The pre-school is registered to provide 24 places for children aged 2 years and 6 months to 5 years. There are currently 37 children on roll and, of these, 27 receive education funding. Children are able to access a variety of sessions per week and stay for the lunch club. The group supports children with special needs. There is one child with English as an additional language.

The pre-school opens five mornings and two afternoons each week during term times. Sessions are between 09.15 and 13.15. The group also runs a holiday playscheme for four weeks during the holidays, opening the same hours, for children aged from three to under eight years.

Five members of staff work with the children, four hold an NVQ Level Three certificate in Early Years Care and Education, one a Diploma in Pre-School Practice. One member of staff has Playwork training and two have Food Hygiene certificates.

The group receives support from the Early Years Development and Childcare Partnership and a mentor teacher. Highmore Hedgehogs is a member of Pre-School Learning Alliance and Herefordshire Playcare Association.

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

How effective is the nursery education?

Highmore Hedgehogs provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Progress in most areas of learning is very good.

The quality of teaching is generally good with some very good aspects. Staff are well organised enabling staff to work directly with the children. The children interact well with the staff and are developing their communication skills well. There is a good range of resources available for children to use during the planned curriculum topics. Staff use good teaching methods enabling children to learn new ideas and to share their experiences. However, methods of assessing children's progress are not effective and therefore do not show a clear progression of children's development.

The staff have a good understanding of children's needs, they value children and their achievements. Support for children with special needs is excellent. All children can participate in the learning opportunities with additional resources and support made available. The use of positive behaviour management strategies are very good, staff are good role models and are able to identify potential problems and channel children's enthusiasm in a positive way. Children are well behaved, friendly and are becoming independent individuals.

The leadership and management is generally good. Staff have a good understanding of their roles and responsibilities, are well organised and work well together as a team to ensure children's needs are met. Arrangements to ensure the management committee understand their roles are not yet in place. The group is committed to improving the quality of the provision through participation in a quality assurance scheme.

The partnership with parents is generally good. Parents are made welcome and encouraged to be involved in their child's learning and take an active role in the setting. Information is regularly shared with parents through a key worker system.

What is being done well?

- Children with special needs are provided with high levels of care and are supported in participating in the learning opportunities provided.
- Children respond well to the very good positive behaviour management strategies, staff are good role models and channel children's enthusiasm well.
- The interaction between children and adults is good, children are developing into confident, independent individuals.
- Children are provided with good quality resources which are used effectively to support children's learning opportunities.

What needs to be improved?

- procedures for observing, assessing and recording children's developmental progress
- opportunities for children to further develop their knowledge and understanding of the world.

What has improved since the last inspection?

There has been generally good progress made in addressing issues raised at the previous inspection.

Staff have improved their knowledge, through training, of the Code of Practice for the identification and assessment of Special Educational Needs and offer a high level of support enabling all children to participate in learning opportunities. Activities to raise children's awareness of the alphabet are regularly used, children are making good progress in communication, language and literacy. Parents are provided with regular information on their child both verbally and in written format, they are better informed and able to contribute to information gathered on their child's development.

Less progress has been made on the management and use of assessment of children's developmental progress. The system for observing and assessing children's progress is not effectively managed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and confident. They show high levels of independence during routine tasks and in play, they are happy and settled. They respond well to the well organised daily routine, and interact well with staff. Behaviour is very good, children are well behaved, polite and are able to play co-operatively and share, they are beginning to make friendships. Children with special needs are given good levels of support and access to materials and learning opportunities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing their understanding and skills in speaking and conversation, they interact well and respond to questions from staff and are becoming confident talkers. There are good systems in place to enable children to develop their understanding of phonics and to begin to recognise their own names and simple words. Activities which allow children to begin to practise early writing skills are regularly available, they use imaginative play to write shopping lists and fill in menus.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently count, they use numbers regularly in games, songs and stories. They talk about and use positional language, size and shapes in everyday activities such as construction and craft work. The role play area is well used to enable children to learn about addition and subtraction when paying for goods in the shop. A good range of mathematical resources are provided which enhance the learning experiences and enable children to try out new ideas.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are given the opportunity to extend their play and use their natural curiosity to explore and investigate new ideas. They observe and discuss the weather and explore how objects float and sink. They are beginning to learn about basic science and how things work using geo magnets and gears and cogs. However, children do not always have opportunities to further develop their knowledge of the world around them and to use natural materials in play.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children regularly take part in physical exercise and games, both indoors and out. Children competently pedal and scoot on bikes and are developing their physical skills using a range of physical equipment. They enjoy circle games, and are learning to play co-operatively, developing their listening skills and are able to follow instructions and rules in games such as "duck, duck, goose".

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children express their imagination through spontaneous play, they initiate role play amongst themselves and with adults. Dressing up clothes and the role play area are used to create different settings where they can act out their own experiences and try new ideas. Children use a range of media and materials, often working independently to create models and art work. Song and music sessions allow children to express their feelings and develop an understanding of different types of music.

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

- further develop a manageable and effective system for observing, assessing and recording children's achievements, linked to the Foundation Stage stepping stones;
- further develop children's opportunities to explore the world around them.

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.