



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY263357

DfES Number: 595030

INSPECTION DETAILS

Inspection Date 18/11/2004
Inspector Name Ann Keen

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Hopscotch Pre-School
Setting Address Moira Dale
Castle Donington
Derby
Derbyshire
DE74 2PJ

REGISTERED PROVIDER DETAILS

Name Mrs Fiona Elizabeth Spencer

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

Hopscotch Pre School opened in 1999 and is registered as Sessional Day Care to provide 26 places for children aged from two years to under five years, although the group currently accept children starting at two years old. There are currently 22 funded three-year-olds on roll. The pre-school supports children with special educational needs. It serves the local community and surrounding rural areas. Sessions operate from 09:30 to 12:00 Monday to Friday inclusive. The Tuesday sessions are reserved for pre-school children. There are 9 staff members working part time to ensure a minimum of four staff present at each session. The Person in Charge holds a level three qualification with other staff working towards level two and three qualifications. The pre- school is registered to receive nursery education funding and is supported by a qualified teacher from Leicestershire County Council.

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

How effective is the nursery education?

Hopscotch Pre-school provides good quality education and children are making generally good progress towards the early learning goals. The children's personal, social and emotional development and creative development is very good.

Teaching is generally good. The systems for planning are comprehensive and ensure that children receive a wide variety of activities. Staff are aware of providing activities that ensure children have equal opportunities and children with special educational needs are well supported. They know the children well so deal with concerns appropriately. The assessments are very effective and staff use them well to plan the next steps in children's learning, although more able children are not always sufficiently challenged. Staff manage the children's behaviour so they create an air of purposeful activity. They generally use the accommodation to good effect and provide sufficient resources to create a balanced programme of activities. Occasionally the organisation of groups does not allow children's learning to be extended.

The leadership and management is generally good. The team have meetings to review the provision and discuss their practice but they are still identifying areas for development. Staff are appraised and they are committed to staff development. They are keen to learn about child development and improve their own skills. Staff use the local education authority to help them improve their practice.

The partnership with parents and carers is very good. Parents are well informed about the provision; they receive newsletters and can read the informative noticeboard. The newsletters provide good ideas for parents to help their children at home. The setting runs helpful drop-in sessions so parents can discuss their children's progress and share information about their children. They can talk to staff every day to discuss concerns and progress.

What is being done well?

- Aspects of children's personal, social and emotional development are being fostered very well. Children's attitudes to learning and confidence are growing. They are interested in the activities and developing very good relationships with the adults in the setting.
- Children receive a broad and balanced range of practical activities and make very good progress in the area of creative development.
- Staff are aware of children's individual needs so they plan effectively for their learning.
- Parents are well-informed about the provision at the pre-school and they know how their children are progressing through well-planned procedures.

- Staff are enthusiastic and committed to improving their own learning so they can develop the quality of the provision at the pre-school.

What needs to be improved?

- aspects of teaching the early stages of reading so children understand the direction of print and discuss stories at their own level;
- the challenge for older children to extend their thinking and encourage them to investigate how things work.

What has improved since the last inspection?

Assessments are used well to plan for individual needs and parents are involved in the process to improve the partnership.

The groups are organised better to develop children's listening skills.

Children have good opportunities to write for a purpose so their writing is meaningful and they understand that print has meaning. However, opportunities are missed to ensure that children understand the direction of print and that their ideas are extended when discussing stories.

Children are provided with increased opportunities to recognise numbers and learn the early stages of addition and subtraction.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have good attitudes to the activities on offer. They are interested in learning and participate in sessions like singing very well. Relationships between staff and children are very good. The staff have high expectations for good behaviour so children behave well. Children are becoming sensitive to others' needs. Through weekly targets such as 'Care and Share' they are realising that they need to look after others. Children are independent and make decisions for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

A strength of this area is the quality of communication between staff and children. Children are happy to listen in group times. They enjoy songs and rhymes, joining in with the words accurately. Children are learning effectively about the sounds that letters make. The early stages of reading are not always exploited fully so children understand the direction of print and the older children's thinking is not extended when discussing stories. Three-year-olds are learning about early writing well.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are able to count to ten with accuracy. Through the use of a wide variety of songs and activities, children learn to count and understand the early stages of subtraction and addition successfully. They are beginning to understand that mathematics has a purpose because it is used naturally as part of every day life. Children hear words such as long and short so they understand the meaning in context but some staff are not using words such as 'big' mathematically correctly.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children experience a good range of cultural activities so they learn that other people have lives different from their own. They celebrate events like Remembrance Day to understand beliefs. Children carefully design models from construction kits. They learn how to join road layouts well but the older children are not challenged to learn how things work. Small-world play is used well for the younger children to stimulate an interest in understanding features of the world they live in.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are able to develop their large muscle skills well through enjoyable activities. They are learning to use a variety of equipment confidently to successfully control their movements. Children are developing an awareness of space but sometimes the groups are too large to be effective. Children are able to manipulate small 'tools' like pens, pencils and scissors accurately. They are developing a good awareness of healthy eating habits.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have a range of experiences; learning effectively through their senses such as making hand prints for calendars and creating animal noises. They mix colour well to make their own paintings. They have appropriate opportunities to play musical instruments and children are able to sing a wide variety of simple songs accurately from memory. Their imagination is suitably developed in scenarios like the 'Post Office' when children can create their own ideas.

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 aspects of teaching the early stages of reading so children understand the direction of print and are able to discuss stories at their own level;
- provide challenge for older children to extend their thinking and encourage them to investigate how things work.

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.