



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY254093

DfES Number: 580642

INSPECTION DETAILS

Inspection Date 30/03/2004
Inspector Name Diane Mary O'Neill

SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care
Setting Name Woodhall Farm Pre School
Setting Address Woodhall Farm Community Centre
Arkley Road, Datchet Close
Woodhall, Hemel Hempstead
Herts
HP2 7JX

REGISTERED PROVIDER DETAILS

Name The Committee of Woodhall Farm Community Association
1047095

ORGANISATION DETAILS

Name Woodhall Farm Community Association
Address Woodhall Farm Community Unit Centre
Arkley Road, Datchet Close
Woodhall Farm
Hemel Hempstead, Herts
HP2 7JX

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

Woodhall Farm Pre-School opened in 1979. The pre-school and Holiday Playscheme operate in the Community Centre on the outskirts of the Woodhall Farm area of Hemel Hempstead. It is managed by the Community Centre Committee.

The group have sole use of the bright and spacious main hall with safe and secure outdoor play area to the rear. This benefits from hard and impact absorbing surfaces which can be used in all weathers. They also have a kitchen and large cupboard to store equipment. Toilet facilities are shared with the centre which is used by other staff and the local community therefore visits are always supervised by staff. There is a car park to the front of the building.

They are registered to care for 30 children aged from two to five years, although under three's are limited to eight children between two and a half years to three years old. There is currently 7 funded 3 year olds on roll. The setting supports a small number of children who have special educational needs and who have English as an additional language.

The Pre School is open term-time only between 09:15 and 12:00 noon. An optional lunch club is available between 11:45 and 12:45, and used by parents as required. The Holiday Play scheme is open to all children between 3 and 5 years and draws from the wider community. It is open during all school holidays between 09:00 and 13:00 during which children are invited to bring a packed lunch.

The pre-school has a staff team of five full time workers and one person who has a dual role on different days. The staff are qualified to NVQ level 2 or 3. The staff team provides consistency between the Pre-School and Holiday Playscheme. The pre-school has established qualified teacher involvement through the local primary school. Support is available from 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 Woodhall Farm Pre-School is of good quality overall. Children are making generally good progress towards the early learning goals in communication, language and literacy and mathematical development and very good progress in all other areas of learning.

The quality of teaching is generally good. Staff have a sound knowledge and understanding of the foundation stage however, they intend to further this by attending relevant training.

Staff appropriately plan a wide range of interesting and stimulating play-based activities enabling satisfactory challenges for all children. There are limited opportunities for children to develop their understanding of linking sounds and letters to develop phonic knowledge. Children's learning is also restricted within mathematical development in calculation and problem solving.

A thorough assessment system is in place and is used to monitor children's progress through the stepping stones. This is also used to inform future planning for children's learning.

Leadership and management is generally good. The pre-school benefits from a strong, enthusiastic and committed staff team. Staff work well together in providing an effective learning environment for children. The staff team meet regularly to discuss planning and children's progress. Close links have been developed with the local primary school ensuring a smooth transition for those children transferring to this setting.

The partnership with parents and carers is very good. Parents receive information about the setting and its provision. This includes information about the educational programme and how the activities support their child's learning. However, this could be further enhanced by developing a system to share children's progress and assessment records with parents. Parental involvement within the pre-school is actively encouraged.

What is being done well?

- Children's curiosity and imagination is skilfully developed as they explore and self select activities such as role-play. They work and play independently and are well supported by staff.
- Children are confident and happy within the group and their self-esteem is well developed through praise and encouragement from the staff.
- Children's physical development is well fostered in all areas. There is a good selection of resources both inside and outside to extend children's learning

capabilities. For example, sit and ride toys, climbing and balancing equipment, toys to define fine motor skills such as scissors, paintbrushes and construction opportunities.

- Children confidently recognise numbers and use counting in everyday and practical situations. For example recognising shapes, which are linked to the pre-schools rules, singing number songs.
- Staff have developed effective assessment systems, which clearly show children's progress in the foundation stage, these are used to develop future plans and targets for children's learning.

What needs to be improved?

- Opportunities for parents to receive more detailed and informative information about their children's assessment and progress within the six areas of learning.
- Opportunities for all children to have an increased awareness of linking sounds to letters, through unstructured play as well as more focused teaching.
- Opportunities for children to explore mathematical concepts such as calculation and simple problem solving, through practical experiences as well as planned activities.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, secure and happy; they are beginning to form attachments. Children's social skills are well developed by encouragement and praise from the staff. They interact positively with their peers and adults. They are learning to share and co-operate when playing, especially when outside on sit and ride type toys. Children's behaviour is generally good and they are aware of the boundaries set within the pre-school.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their skills to negotiate and speak out within a group. They are enthusiastic to participate within 'show and tell' and to discuss the days of the week and weather. There are various opportunities for children to practice mark making, such as in the role-play corner, free drawing and writing activities. They are developing language skills for thinking through role-play. Children's learning is limited in the linking of letters and recognising the written word.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their mathematical skills, which the staff support through various activities, such as counting at registration time. The children measure with rulers to look at short and long, this was also extended to the art/craft activity of cutting and sticking different length straws. However calculation and simple problem solving should be more focused within planning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Through a variety of well planned topics, children are able to gain a better understanding of their environment, and the wider world in which they live, such as looking at how bread is made. Staff reinforce learning by showing the children a video of bread being made. The children had an opportunity to grind some wheat. Their design and making skills are well fostered using a range of materials, equipment and techniques.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have opportunities to climb, balance, peddle and jump using a range of outdoor equipment to expand their physical development. Fine motor skills are equally well developed, through using scissors for cutting straws, using glue spreaders, paint brushes and building with duplo. Children's hand and eye co-ordination is well developed through a variety of activities i.e. cutting fruit with a knife ready for snack time.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy creating various pieces of work using their own experiences and imagination, for example painting, small world play and role play. Children play hospitals; listening to heartbeats, giving medicine and taking blood pressure. Staff give them ample opportunities to create and construct at their own pace. Children enjoy singing to music; they have opportunities that enable them to create their own music, as musical instruments are freely available.

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

- Provide parents with sufficient information in relation to their child's progress, through assessment records.
- Extend opportunities for all children to have an increased awareness of letters and the sounds they make, through unstructured play as well as more focussed teaching.
- Improve opportunities for children to explore mathematical concepts such as calculation, and simple problem solving, through practical experiences as well as planned activities.

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.