



Oakley Church of England School

Inspection report for early years provision

Unique Reference Number	EY269261
Inspection date	09 November 2006
Inspector	Ann Hilary Guy
Setting Address	Oakley C of E School, Worminghall Road, Oakley, Buckinghamshire, HP18 9QY
Telephone number	01844 238364
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Registered person	Oakley Pre School
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Oakley Pre-School Group is committee run and opened in 1966. They registered to hold one session a week at Oakley Combined Church of England School in 2004.

It operates from the conservatory and hall within Oakley Combined Church of England School, Buckinghamshire.

A maximum of 12 children may attend the pre-school at any one time. It is open Thursday only from 09.15 to 13.00 school term times. This group is specifically for the older children in the pre-school. All children share access to a secure enclosed outdoor play area.

There are currently six children aged from three to under five years on roll at this site. Of these all children receive funding for early education. Children mostly come from the local area. The group can support a number of children with learning difficulties.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children remain in good health because the group follows current environmental health and hygiene guidelines, policies and procedures. They learn the importance of good personal hygiene through taking themselves to the toilet and washing their hands after playing outside, going to the toilet and before eating. Children also learn about keeping healthy through their topic work. They use the same documentation as the main group, therefore no signature of acknowledgement of medication given is obtained from parents.

Facilities for the group are limited and so the children have snack in the school hall, a drink of milk or water and a biscuit. Sometimes they have fresh fruit or vegetables. Parents provide a lunch box for their child and these are stored safely until required. Children do not all have healthy food within these and only limited guidance is provided to assist parents. Children can have a drink of water at anytime, either by requesting it from a staff member or using the school drinking fountain.

Their physical opportunities are varied. They go out to play with the school at playtime, a staff member going with them at all times. This enables them to begin to prepare for moving into the school. They also have access to the school gym equipment and after snack get changed into suitable clothes for this activity. Staff create an assault course based on the abilities of the children present and include climbing, balancing and rope work. During good weather they can use the reception outdoor area with sand, water and other equipment or the school field. The group has no resources for physical education on site but has an agreement with the school to use theirs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children's safety is paramount, staff are vigilant to ensure a thorough risk assessment of all areas to be used is carried out. They ensure fire exits are not blocked and children can move round safely at all times. Space is very limited in the room they use for the first part of the session and they have to use a portable heater for warmth, however, this has a guard to ensure children cannot touch it. Any safety issues noted are raised with the school, as owners of the building. Children do not have access to the full range of toys and equipment, this session runs specifically for those shortly to be entering school and is primarily based at extending and developing children's manipulative and concentration skills. All toys used are checked for safety and are appropriate to the age of children in attendance.

Children attend fire practices with the whole school and have occasional practices as a group. The clear registration system ensures staff know if children are going home with someone other

than their parents, ensuring their safety and welfare at all times. The clear child protection policy is understood by all staff and ensures children's well-being and care is maintained.

Helping children achieve well and enjoy what they do

The provision is good.

Children in this small group have their individual needs extremely well met. They have much individual attention and activities are tailored to their individual developmental needs. The weekly topic for the main group is also used in this session, effectively giving reinforcement. Staff are aware they cannot offer the full curriculum at this site and so any children attending this session also have to attend at least one session at the village hall, in order to experience the full curriculum. All the children attending this group are in receipt of funded nursery education.

Nursery Education

The quality of teaching and learning is good. Staff know the children well and can identify their individual requirements and levels, although this is not recorded against the stepping-stones. Documentation has been purchased to meet this requirement but was not in place at the time of inspection. The session is quite formal as there is little room for the children to move about the room and have free access to equipment. Activities are mostly on printed sheets that can be completed at a table. The staff effectively develop the children's knowledge and understanding, giving much support and encouragement. Planning is linked to the six areas of learning and activities aim to identify an aspect of most areas. Children greatly benefit from the focus on skills and the language development that takes place during this session. The aim is to prepare the children for school and the group have worked with the school staff to achieve a suitable system that enables this.

Children learn through the constant interaction and conversation with staff. They are set small tasks that gradually build into a large task. During the inspection they had a number of dogs on a sheet to colour and cut out. Each child wrote their name on every sheet they used, together with the date. Once they had cut them out, they were sorted onto a sheet of boxes with different numbers. Children had to count how many identical dogs there were and stick them under the relevant numeral. They all concentrated extremely well and were given lots of encouragement and support by the staff. Some were able to write their name unaided, others needed to write over a previously written name. They then moved on to pencil control sheets at differing levels. Children learn to tidy up any mess they make and to be organised when working. On completion of their task they drew pictures or completed puzzles, whilst waiting for the others to finish. This helps to build their concentration levels and enable them to understand how to usefully use their time whilst waiting for others. Previous activities showed how they had followed the topics of the main group and included some cultural festivals, again working from photo copied sheets, but also using other media.

Children enjoy the opportunity to run in the playground and meet the older school children. During their gym session they learn patience, as children are only allowed to access the equipment with a member of staff beside them. The activities are enjoyable but challenging

and stretch the children's abilities. Those waiting watch carefully and learn from the mistakes of others.

Children share a story, songs and rhymes before lunch. They join with the reception class for this part of the session, which is led by the reception teacher with a member of pre-school staff present. After lunch they have the opportunity to use construction toys and small world toys in their room. Some children showed a vivid imagination as they played with these toys.

Helping children make a positive contribution

The provision is good.

Children feel a very strong sense of belonging to this special group and staff work very closely with the parents to ensure children's individual needs are effectively met. Through their topics and discussions they learn to appreciate others' views, traditions and cultures and learn to play cooperatively with the equipment available.

All children are included in this group, regardless of their level of development, they are fully integrated. Behaviour is generally good and children learn to understand why certain rules are in place when they are in the room and in the school hall. They can distinguish the difference between right and wrong and mostly adhere to the rules of the group. Spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Parents can see their child's work in their folder at any time, their records are not kept at this site. Children greatly benefit from the positive relationship between their parents and the staff and informally speak to them at the beginning and end of the session. Open days are not held on this site but the achievements of the children attending this group are discussed at the main pre-school open days. A clear notice board is available for parents, keeping them well informed and they receive all the complaint policy information when their child starts the main playgroup sessions.

Organisation

The organisation is good.

Staff have an extremely high regard for children's welfare and are aware that parts of the session can be daunting at first, because the children are mixing with older children from the school. The policies and procedures remain the same as for the main group, ensuring consistency throughout. These underpin the good standard of care offered and are fully understood and implemented by the staff. Many of the committee members were new at the recent annual general meeting and the group had not yet informed Ofsted of this change.

Leadership and management are good. The two senior staff who run this session work closely together to ensure activities meet the needs of the children in the group and are also linked to the themes of the sessions in the village hall. The committee oversee the care and education provided and support the staff. Staff have annual appraisals and ensure the work they are doing is clearly linked to the Foundation stage curriculum, enabling children to develop their full potential.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last care inspection a guard has been fixed around the free standing heater to ensure it does not pose any hazard to the children.

This is the first nursery education inspection for this setting.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- obtain parental signatures in acknowledgement of any medication given
- encourage healthy eating at snack times and in lunch boxes
- ensure Ofsted are notified of all changes to committee and senior staff.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop plans to clearly show how activities relate to the stepping stones and ensure all aspects of learning are given sufficient emphasis
- ensure key activities are evaluated and develop the system for observation and assessment to reflect children's progress against the stepping stones.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk