



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 109928

DfES Number: 525231

INSPECTION DETAILS

Inspection Date	10/11/2004
Inspector Name	Maureen Croxford

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Oak Farm Pre-School
Setting Address	Chaucer Road Farnborough Hampshire GU14 8SS

REGISTERED PROVIDER DETAILS

Name	The Committee of Oak Farm Community Pre-School
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ORGANISATION DETAILS

Name	Oak Farm Community Pre-School
Address	AS BEFORE U/A

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

Oakfarm Community Pre-school is run by a parents committee. It operates in a community classroom at Oak Farm School in Farnborough. There are toilets nearby suitable for the children's use and there are limited kitchen facilities.

The children have access to an enclosed outside play area that is used in better weather.

The pre-school is registered to provide sessional care for 26 children aged 2 years 9 months to under 5 years. Children who attend mainly come from the local housing estate.

The opening times are Monday, Wednesday and Thursday from 09:30 to 12:00, Tuesday from 09:30 to 13:00, and Friday from 09:30 to 12:00. The pre-school operates afternoon sessions on Monday, Wednesday and Thursday from 12:30 to 15:00.

The pre-school accepts children in receipt of nursery funding. They supports children with English as an additional language and with special needs.

The pre-school is run by a team of five full time staff who are suitably qualified and experienced. They are committed to updating their knowledge and skills.

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

How effective is the nursery education?

Oakfarm Community Pre-school offers good quality nursery education where children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff have a good understanding of child development and spontaneously extend the children's knowledge. They have some knowledge of the stepping stones but this needs to be improved with regard to mathematical and physical development. They use good questioning techniques and encourage children to think for themselves. Staff maintain child assessment records, although these are not used effectively to aid future planning. Planning does not include learning intentions. Staff build good relationships with children and have a good understanding of behaviour management. They encourage and praise children appropriately and act as positive role models.

The leadership and management are generally good. Management have clear roles and responsibilities and support staff informally, although teaching is not monitored or evaluated. They are committed to improving the education and care of all children. They have yet to fully develop the system for curriculum planning, the evaluation of how effective it is and the impact this has on the children's progress.

The partnership with parents is generally good. Parents are well informed about topics and activities that the children are involved in. Informal communication is very good between staff and parents, although opportunities for parents to contribute to their child's achievements and progress are not fully developed.

What is being done well?

- Children are developing their independence. The structure of the sessions of the session allows children to select their own activities and some of the resources they wish to use. They put on the own aprons during craft activities, self register, help themselves to snack and drinks and tidy away activities when the have finished with them.
- Children communicate well with both their peers and adults. They use a good range of vocabulary to describe their real and imagined experiences during circle time and through role play.
- Children are given opportunities to discuss their feelings and likes and dislikes, for example, one child talks about how he likes to splash in the puddles.
- Children enjoy using their imagination and play well together. They negotiate roles between themselves, for example in the home corner.

What needs to be improved?

- the system for planning to include learning intentions
- the use of children's assessments to inform planning
- the opportunities for children to develop the early mathematical skills in measurement and weight
- opportunities to use apparatus and equipment to promote the development of large muscles to ensure that all the children take part regularly in active physical play to develop skills such as balancing, travelling around.
- the system to monitor and evaluate teaching, planning and the impact this has on children's development
- opportunities to keep parents informed of their child's progress and achievements
- opportunities for children to record their findings when making observations.

What has improved since the last inspection?

The provision has made generally good progress since the last inspection. The provision was asked to address three points for consideration;

to develop the good work already being done on observation should be further developed by offering more opportunities for the children to record their findings;

the use of apparatus and equipment to promote the development of large muscles appears on the plan, but ensure that all the children take part regularly in active physical play to develop their skills;

more emphasis should be placed on the use of resources that depict people from a range of cultures and ethnic backgrounds.

Since the inspection the group have all new staff and committee members. Some progress has been made and a good range of resources are now available, that reflect positive images of different cultures and ethnic backgrounds.

Children do not receive opportunities to record their findings when making observations and few opportunities to develop large muscle movements.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are happy, well motivated, keen to learn and enjoy and excited by the wide range of activities provided. They are able to work independently, concentrate and sit quietly when required. They are developing good relationships with their peers and adults. They show consideration and concern for others. They are given good support and guidance by staff. Children co-operate well, take turns and share resources during free play and more focused activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's communication skills are developing very well. They are developing their confidence through the use of vocabulary in role play situations. Children and staff initiate conversations and listen to each other. A good introduction to reading and writing is provided through well structured activities, including writing for a purpose, for example, in the home corner. They recognise their names and link some sounds to letters. Children have respect for books and use them appropriately.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Most children count confidently to ten and staff offer many opportunities for them to recognise numerals and shapes. Few opportunities are planned for children to develop an understanding of weight, measurement or recording their findings. Children are beginning to use mathematical language correctly and are developing their understanding of position through the use of good resources and activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children show a lively interest in the world around them. A wide range of interesting topics allow children to explore and investigate aspects of the natural and the man made world, and different cultures. Their sense of time and place is promoted as they talk about past and present events. They receive some opportunities to find out more about their environment, for example through walks around the school grounds. Children receive many opportunities to use simple technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children display very good manipulative skills through a range of activities including cutting, painting and construction. They show a good awareness of themselves and others as they play. Children have few opportunities to develop skills in climbing, balancing and travelling under, over and through large play equipment. They learn about the importance of personal hygiene, healthy eating through planned topics, discussion and activities.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children learn about colour, texture, shape and form using a wide variety of media. They enjoy worthwhile activities which explore three-dimensional space when making collages and creating models. Planned role play activities offered are varied and interesting, and staff fully participate to encourage the children's imagination. Children are offered opportunities to explore their senses through activities such as cooking, food tasting and games to encourage their listening skills.	
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

- increase the staff's understanding and knowledge of the stepping stones in relation to mathematical and physical development in order to include opportunities for children to develop their large muscle control, skills in measurement and weight and recording their findings in mathematics
- develop opportunities to keep parents informed of their child's progress and achievements
- develop systems to monitor and evaluate teaching, the use of children's assessments and the effectiveness of curriculum planning to ensure that learning intentions are identified.

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.