



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 205227

DfES Number: 513331

INSPECTION DETAILS

Inspection Date 23/11/2004

Inspector Name Myra Lewis

SETTING DETAILS

Day Care Type Full Day Care

Setting Name Offerton Farm Nursery Group

Setting Address Offerton Farm
Hindlip Farm
Worcester
Worcs
WR3 8SX

REGISTERED PROVIDER DETAILS

Name Mrs Rosemary Sarah Weston

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

Offerton Farm Nursery Group opened in 1996. It operates from 13 rooms in converted farm buildings in a rural location between Droitwich and Worcester. The nursery serves the surrounding areas.

There are currently 195 children under 8 years on roll. This includes 40 funded three-year-olds and 52 funded four-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The group opens 5 days a week for 48 weeks of the year. Sessions are from 08.00 to 17.45.

There are 14 full time and 10 part time staff who work with the children. Eight staff have early years qualifications to NVQ Level 2 or 3. There are currently seven staff working towards a recognised early years qualification. The setting receives support from a teacher / mentor from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Offerton Farm Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. They make very good progress in physical development.

The quality of teaching is generally good. Staff work well together and have a clear understanding of their role and responsibilities. They plan a suitable range of activities linked to the early learning goals. However their knowledge of the foundation stage curriculum could be further developed. Relationships between staff and children are very good. Staff know the children well and regular observations of their play is recorded, although the short term plans lack sufficient detail to inform the assessment process or inform future plans. Staff use effective language to support children's thinking and learning and children with special needs are well supported. Staff lead by example and offer children praise and encouragement. Some adjustments to the daily routine would provide more opportunities for child initiated play.

Leadership and management is generally good. Staff are well supported in their roles and given every opportunity to access further training. Staff meet regularly to plan and discuss working issues. Parents are consulted and their views acted upon. The setting is committed to improvement and works in partnership with the Early Years Development and Childcare Partnership and they are currently working towards a Quality Assurance Award.

Partnership with parents is very good. Parents receive relevant information on the care and educational programme provided. Open and friendly relationships exist between staff and parents. They are kept up to date about the groups activities through regular verbal contact, newsletters and via the notice boards. Parents are invited to attend three open evenings a year to discuss their child's progress and take an active part in the assessment process.

What is being done well?

- Children's physical development is very good. Children are confident in all aspects of physical play and there are regular opportunities for children to explore the rural environment and play outside.
- Children form good relationships with staff and peers. They are confident, keen to learn and beginning to work and play together.
- Children enjoy books and handle with care and consideration. They are happy to look at books alone or share with others.
- Children's self care skills are actively encouraged and children use a variety of tools with increasing control and skill. Children are competent in their use of the computer which supports their learning well.

What needs to be improved?

- staff's knowledge of the foundation stage curriculum
- opportunities for child initiated play and the range of free play choices for children.
- short term planning.

What has improved since the last inspection?

Offerton farm nursery has made very good progress since the last inspection. Action has been taken to address the key issue raised.

The nursery were required to extend and develop the physical play programme to provide more focused activities to promote children's gross motor skills and the opportunities for children to talk about changes that occur to their bodies after exercise.

The nursery has developed an adventure play area which consists of a large wooden play fort where children can climb up and down using steps, knotted rope and rope ladder. There are also plans to develop a forest school area for children to explore aspects of the natural environment. Children can also enjoy regular exercise activities indoors. There are regular music and movement sessions incorporated in the plans and regular take a tumble sessions provided by an external organisation. Staff actively encourage children to learn what happens to their bodies when they are active.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, sociable and happy within the group. They separate well from their parents and are keen to join in and learn new skills. Children respond well to staff and develop good relationships. They learn to share, take turns and to work together in groups. Some daily routines could be organised so that the individual needs of children are met more effectively. Children respond well to praise and encouragement and their independence and self care skills are actively encouraged.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's language is developing well and they engage easily with others. Children freely share their thoughts and views in small or large groups and respond to adult questions confidently. Although some children are easily distracted during some adult lead activities. Children enjoy looking at books, and handle with care. There are opportunities for children to practice their writing skills. Children can recognise their names and those of others and are beginning to link sounds and letters.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children can count from 1-10 and beyond with adult support and some children can recognise numerals. They learn to sort, match, sequence and make comparisons. They learn about size and shape through practical activities and talk about big and small as they are playing. Children are able to use the computer effectively to explore shapes and match a variety of different puzzles. Staff could make greater use of daily routines to extend and develop children's understanding of mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children confidently talk about themselves and events in their lives, recalling past and present events well. Good use is made of the rural location and children learn about the environment and how things change. For example, children can feel and touch farm animals and see them in their natural environment. Children use the computer competently and can make and build objects, although resources are more limited. Through theme based topics children learn about their culture and those of others.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are confident in all aspects of physical play. Children negotiate space effectively and move confidently around the setting. They are developing their skills in control and co-ordination. Children can throw, catch, kick, run, jump, stop and start. They are very confident when using the large outdoor play fort. They can climb up and over this apparatus well. Opportunities for music and PE sessions are planned and children are learning what happens to their bodies when they are active.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children enjoy a variety of craft activities to explore colour, textures and use their senses. Some activities require less adult direction to enable children to use their own ideas. Displays of children's work are well presented; children were happy to talk about their self portraits with others. Children respond well to familiar songs and action rhymes. They build and mould using various tools and resources; but opportunities for children to access imaginative play are more limited.

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

- Extend staff's knowledge of the foundation stage curriculum.
- Provide more opportunities for child initiated play and improve the range of free play choices for children.
- Review and improve short term planning to reflect learning objectives and outcomes, linked to the early learning goals. Ensuring children's progress is monitored and evaluated effectively and the information gathered is used to inform future plans.

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.