



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 133397

DfES Number: 519627

### INSPECTION DETAILS

Inspection Date 12/07/2004  
Inspector Name Christine Cutts

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Cumnor Pre-School Nursery (The)  
Setting Address Playgroup Building  
Cumnor C of E Primary School, Oxford Road, Cumnor  
Oxford  
Oxfordshire  
OX2 9PQ

### REGISTERED PROVIDER DETAILS

Name The Committee of Cumnor Pre-School 279627

### ORGANISATION DETAILS

Name Cumnor Pre-School  
Address Playgroup Building  
Cumnor CofE Primary School, Oxford Road, Cumnor  
Oxford  
Oxfordshire  
OX2 9PQ

## 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

The Cumor Pre-school Nursery opened in the 1960's.

It has operated from a purpose built unit in the grounds of the local primary school since 1990.

The group have use of a well equipped out-side play area laid to path and grassed areas with bark soft surface, large covered sand pit and plant posts with flowers and sensory plants.

There are currently 56 children from two to five years on roll. This includes 20 funded three year olds and 18 funded four year olds. Children attend for a variety of sessions.

The setting welcomes children with special educational needs and children for whom English is an additional language.

The group opens five days a week, school term times. Sessions run Monday, Tuesday, Thursday, 09:00 to 12:15 mornings and 12:15 to 15:15 in the afternoons. Wednesday 11:15 to 15:15 for four year olds only and includes lunch club. Fridays 09:00 to 12:00.

The pre-school is run by a committee of parents who employ five members of staff, the majority have teaching or child care qualifications to level 3.

The setting receives support from the teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

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

### How effective is the nursery education?

Provision is of high quality. Children are making very good progress towards the early learning goals.

The Cumnor Pre-school Nursery offers children a welcoming and stimulating environment in which good use is made of the accommodation and resources to promote children's learning. The out-side play area is very well used to support children's development across all areas of learning. Children's behaviour is very good with staff supporting children to develop an understanding of right and wrong and the rules of the pre-school.

The quality of teaching is very good with staff having a secure knowledge of the individual children and their progress on the stepping stones. Planning does not clearly reflect children's individual learning out-comes and next steps. Children are very well supported in communication language and literacy as well as mathematical development.

A very good range of practical activities are provided for the children to explore and investigate. Staff praise, encourage and support children's learning and provide good quality activities for children to play with imagination. Staff support children's spontaneous play well, building on children's own interests and experiences.

Management and leadership is very good with staff working well together, the management team is committed to building good staff relationships. A shared commitment to early years is clearly visible and management and staff are committed to extending their understanding in early years education.

Partnership with parents and carers is very good and parents are actively involved in the life of the pre-school. Parents are supportive of staff and contribute to topics. Comments received show that parents appreciate the information exchanged on their children's progress.

### What is being done well?

- Children are confident, respect others and behave very well, following the example and guidelines set down by staff.
- Staff encourage, praise and support children's learning, giving the children the opportunity to persevere and complete tasks.
- Highly motivated staff with good quality teaching skills ensure that every possible learning opportunity is explored in all activities.
- Staff's secure knowledge of stepping stones and early learning goals enables them to ensure the accommodation and resources are well used to provide fun activities that promote learning for all children, including those with

special needs.

- There are effective relationships between the pre-school, parents and carers to support children's home/school learning.

#### **What needs to be improved?**

- Planning to reflect children's individual learning outcomes and planning for their next step.

#### **What has improved since the last inspection?**

The pre-school has made very good progress since the last educational inspection. The pre-school now has an effective system in place for monitoring the quality of teaching, including regular team meetings, annual appraisals and as a member of a quality assurance scheme.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are active in their learning, are very well behaved, show confidence and are developing independence skills. Staff give children the opportunity to talk about themselves and their experiences individually or in a group, building children's self-esteem. The children work well together and co-operate to achieve tasks, they share and take turns and understand the rules of the pre-school.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently and use language very effectively to negotiate and make their feelings understood, building their competence with language through social interactions. Children show an enjoyment of books choosing to 'read' to adults and others, their understanding of print and how books work are very well supported. Children make very good progress in reading and writing skills encouraged by adults through practical activities and structured learning.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use mathematical language with confidence, they enjoy counting and freely count up to 10 and beyond with adult support, recognise numbers, name shapes and use mathematical language. Children enjoy the very good practical activities provided by staff to develop mathematical concepts. Staff provide opportunities to use calculation and problem solving in everyday situations and practical activities and through a very good range of mathematical equipment.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff encourage children to investigate, observe and explore using their senses through a variety of activities and challenge and question children to develop their knowledge. Children learn about growth and change in the natural world through observation and with planned topics. Children's use of technology-related equipment is very well supported. The pre-school support children's understanding of other cultures and beliefs through celebrating festivals and events.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children's physical development is progressing very well through participation in planned activities. They use tools and are developing good pencil control. Children use large apparatus, such as climbing frames and balance equipment and enjoy activities in dance and movement to music. Good use is made of the out-side environment to provide fun and stimulating physical activities as well as activities to support children in all areas of learning.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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There are very good opportunities for children to express themselves through a variety of media. Staff allow children the freedom and space to develop involved and imaginative role play. Children express their ideas, thoughts and feelings using two and three dimensions, explore music and make sounds, colour and texture with craft, model making and free drawing.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very 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**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- 'There are no significant weaknesses to report, but consideration should be given to improving the following:'
- the planning to reflect the children's individual learning outcomes and their next step towards the early learning goals.

*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.*