



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 134008

DfES Number: 517634

INSPECTION DETAILS

Inspection Date 08/03/2004
Inspector Name Jan Leo

SETTING DETAILS

Day Care Type Full Day Care
Setting Name New Marston Pre-School
Setting Address St Michael's First School
Marston Road
Oxford
Oxfordshire
OX3 0EJ

REGISTERED PROVIDER DETAILS

Name The Committee of New Marston Pre-School 1002776

ORGANISATION DETAILS

Name New Marston Pre-School
Address St Michael's Primary School
Marston Road
Oxford
Oxfordshire
OX3 0EJ

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

New Marston Pre-school is located at the rear of St Michael's Primary School on Marston Road, and caters for the rising threes to the rising fives. It is a multi cultural group which has the same catchment area as the school and it operates in a purpose built portacabin. The group is open from 09:00 to 11:40 each weekday during term times, and on Mondays and Tuesdays there is a lunch club followed by an afternoon session which runs from 12:40 until 15:10. A toddler group uses the building one afternoon a week, but otherwise, the pre-school has sole use of the building.

The pre-school first registered in 1979 and can currently take up to 24 children at each session. At present, there are 43 on the roll, of whom 22 are funded three year olds, and 16 are funded four year olds. One of the children has special needs and two have English as an additional language.

There are usually 4 staff and one parent helper working with the children at each session, and the staff receive support and advice from the Early Years Day Care Partnership, and the area Special Needs Co-ordinator.

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

How effective is the nursery education?

New Marston Pre-school is a multicultural group where children make generally good progress towards the early learning goals.

The quality of teaching is generally good. Staff build close bonds with the children to ensure they are well-settled, co-operative, and feel valued. Children behave well but occasionally some information lacks clarity and can lead to disappointment. Staff encourage the children to make choices and think for themselves, and they are able to take responsibility for their own personal care. The activities are closely linked to children's individual ability and provide a very wide range of interesting opportunities to give children a balanced knowledge and sound understanding of how things work. All learning is made relevant through practical, meaningful activities, but there are some missed opportunities to extend learning within child-initiated activities and the daily routine.

The leadership and management is very good. The staff work well together as a team and all are able to work effectively wherever they are needed. The staff and committee are dedicated to improvement and attend relevant training to help raise standards. Procedures and practices are constantly kept under review to ensure they remain relevant and up to date, and weaknesses in the supervisory and support systems have been recognised and are being addressed.

The partnership with parents and carers is generally good. Parents and carers are made to feel welcome and find the staff easy to talk to. They are supplied with updated information about their children's progress but do not receive regular, formal written reports. Helpers are well-briefed, in advance, to ensure they can fully contribute to the session and ensure they know how to respond appropriately to the needs of the children. Comprehensive information about the pre-school and the curriculum is displayed for all to see, but space is limited which makes viewing difficult at busy times.

What is being done well?

- Staff form close bonds with the children to ensure they feel valued and behave well. They are all happy to attend and eager to participate in both free play and organised activities.
- Children are encouraged to become independent and take control of their personal care.
- Learning is linked across all areas of the curriculum and developed through practical, meaningful activities which are simple, but interesting, to capture children's interest.
- Planning is developed for children's individual needs and closely linked to the early learning goals to ensure that next steps are appropriate and introduced

at the right time.

- Staff and management are committed to raising standards through personal development and constantly review procedures and practices to ensure they remain relevant and up to date.

What needs to be improved?

- the continued development of all aspects of the curriculum within the daily routine and child-initiated activities to ensure there are no missed opportunities to extend skills and learning;
- the clarity of information and questioning to ensure children have time to respond, and know what is to happen.

What has improved since the last inspection?

No significant weaknesses were identified at the last inspection, but it was recommended that the pre-school build on planning to show which numbers, sounds and letters were to be introduced and how mathematics could be extended to enable children to record numbers and develop an awareness of number operations.

Plans now clearly show which letter and number are to be studied during each week, and some activities are included to enable children to link sounds with letters, and carry out number operations. In practice, more work could be done by reinforcing these areas of learning during the daily routine and within the child-initiated activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are very sociable, and confident to make their thoughts and feelings known to others throughout the day. They co-operate well with each other to share in some of the organisational tasks and play harmoniously together. The children move from one group of friends to another at will and all are included. They are becoming increasingly independent and are encouraged to think for themselves and take control of their personal care.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children speak clearly, listen well and competently exchange ideas to develop play. They have a genuine love of story books and an understanding of how books can be used to extend knowledge. They access them freely throughout the day and use them to share information with friends. The children are encouraged to name their work and are given the chance to practice early writing skills in free play. More could be done to link sounds and letters and children need time to answer questions.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are given regular opportunities to practise counting throughout the day in large and small groups. They are encouraged to solve practical problems through meaningful activities which capture children's interest and reinforce understanding. There are however, some missed opportunities to develop addition and subtraction within the daily routine and child-initiated activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are given a vast range of experiences to help them learn about the world around them, and different cultures and concepts. All areas of the curriculum are studied both indoors and out to reinforce children's understanding and ensure learning is relevant. Children have free access to a broad range of technological equipment which reflects modern society and staff provide the support necessary to ensure all children can use the resources effectively.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move competently and safely in a number of ways. They participate in active play both indoors and out, and have free access to a wide range of toys and equipment to extend their ideas and themes across all areas of learning.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Creative development is very good. Very simple, but inventive activities are offered to develop children's interest and promote individual creativity. The children participate enthusiastically in movement and music and they interpret sound appropriately.

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

- continue to develop all aspects of the curriculum within the daily routine and child-initiated activities to ensure there are no missed opportunities to extend skills and learning;
- clarify information and questioning to ensure children have time to respond, and know what is to happen.

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.