



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 141861

DfES Number: 517719

INSPECTION DETAILS

Inspection Date 02/12/2004
Inspector Name Dorcas Elizabeth Forgan

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Olney Pre-School
Setting Address The Olney Centre & Library, High Street
Olney
Buckinghamshire
MK46 4EF

REGISTERED PROVIDER DETAILS

Name The Committee of Olney Pre-School 1039667

ORGANISATION DETAILS

Name Olney Pre-School
Address C/O Mrs Yvonne Pearce, Olney Pre-School
Olney Centre, High Street
Olney
Buckinghamshire
MK46 4ES

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

Olney Pre-School opened 1968 and operates from 2 rooms in an old school building that has been converted for community use. It is situated in Olney. The pre-school runs two separate sessions each day with different teams of staff. A maximum of 30 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 11.45 and 12.30 to 15.00 during school term times. All children share access to a secure enclosed outdoor play area.

There are currently 73 children aged from 2 to under 5 years on roll. Of these, 45 children receive funding for nursery education. Children come from the town and surrounding villages. The pre-school currently supports children with special educational needs, and also children who speak English as an additional language.

The nursery employs 15 staff. The managers and 8 staff hold appropriate early years qualifications.

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

How effective is the nursery education?

Olney Pre-School provides high quality nursery education overall, which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Senior staff have a sound understanding of the early learning goals. The staff use various teaching methods such as good questioning to challenge and extend the children. The staff are well deployed at activities to offer children support. Plans are comprehensive and ensure that all areas of learning are included. Staff provide a framework of interesting and lively activities that are relevant to the themes and are well presented. Children select which activities they would like to take part in. Individual children receive support as necessary and staff liaise with other professional bodies to ensure children reach their full potential. All children are included. The rooms and resources are used effectively. The rooms are presented attractively with displays and information. There are no examples of the children's individual work on display

Leadership and management are very good. The management committee are supportive of the staff. All are committed to improvement and training is ongoing. There is a strong team spirit in both the morning and afternoon staff teams. The two managers ensure that the sessions run in similar ways so that all the children benefit from their skills, and are happy and settled.

Partnership with parents and carers is very good and contributes to the children's learning. Parents receive clear detailed information about the group and the activities their children take part in. Parents and staff exchange information verbally on a daily basis. Parents evenings are held twice a year so that they can discuss their child's progress with the key worker. Parents also receive the development book when their child leaves the group.

What is being done well?

- The strategies in place to promote positive behaviour are very good. Staff are calm and patient with the children encouraging them to talk and think about others, diversionary tactics are used well. Staff are good role models.
- The dedicated teams of staff work well together and ensure that all children feel at ease and welcome. The key worker system allows children to feel part of a small group with a special adult in whom they trust. They are then able to become more independent and relate to others in the pre-school.
- A range of creative experiences and activities ensures that the children express themselves freely. The staff provide the resources and the children create items to their own satisfaction, such as printing with Christmas shapes that turns into hand painting. They are given time to complete their task. The children's ability to concentrate is growing and their self-esteem is promoted.

- The garden area is used daily to promote the children's learning. Children enjoy growing and caring for bulbs and plants. Bob the Builder's workshop is used enthusiastically and the road layout with the zebra crossing is used in various games.
- Partnership with parents is very effective. The books used to record children's progress through the areas of learning provide clear information for the parents and an interesting keepsake when the child leaves the group.

What needs to be improved?

- opportunities for children's individual art work to be displayed.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The pre-school were required to provide further opportunities for the four-year-olds to develop their independence and to provide challenges for them when using the outside area. They were also required to develop documentation so that records are made of the children's progress and for staff to gain more knowledge and understanding of children with special educational needs.

The purchase of new storage cupboards has made it easier for children to see the activities available and to access them. The children wash their hands in a bowl that is placed in the messy room. These measures have led to the children having the opportunity to become more independent. Activities are planned for the outside area such as cars and bikes, a brush and wheelbarrow to collect the leaves and chinks. Children are given the opportunity daily, weather permitting, to enjoy a wide variety of activities. New toys have been purchased and children's physical development is very good.

Assessment records have been developed well. Children's progress is recorded and planned activities are based on the children's learning needs, so that all are making good progress. A member of staff has attended the special educational needs coordinator (SENCO) training. She attends the regular meetings and has a network of support. She ensures all staff are informed and are up to date. The children who have special needs are included in all activities with special note being taken of their capabilities and adaptations being made if necessary.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enter the group eagerly and are keen to take part in the session; the staff make learning fun. Children's self-esteem and confidence are built up by the staff who are sensitive to their needs and know them well. Children are gaining independence; they make choices and move around freely. They concentrate and persevere at tasks. Children form good relationships with the staff and with each other. The children are learning to take turns and consider others. Their behaviour is very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently to each other and in group situations. Through daily opportunities, the children are becoming familiar with names of letters and the sounds they make. Children are beginning to recognise their names and to write them with well-formed letters. They listen to stories and join in eagerly. They are learning new vocabulary. Staff listen effectively and help children to do likewise.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count up to 10 confidently and most are able to count further. They have many opportunities throughout the session to practise, such as counting the stickers they place on the crackers. Some recognise the numerals 1 to 9. Staff introduce simple calculation and set the children problems to solve such as 'If 2 bears are removed from the box how many are left?' The children use mathematical language such as longer and shorter. They identify shapes confidently.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The garden is used imaginatively to stimulate the children's learning and interest in nature; they grow their own plants and care for them. Children access a good variety of resources to design and build including woodwork. They regularly use of the computer and are becoming proficient at using the mouse to complete tasks. They are learning about their own environment, and have opportunities to celebrate their own and other peoples customs and traditions.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have access to a good range of resources and activities to develop their physical skills. They have daily use of the garden where they can pedal tricycles and cars, scoot and climb. They have good spatial awareness and move confidently around obstacles. They have many opportunities to develop fine motor skills and hand/eye co-ordination and are able to use a wide variety of tools such as paintbrushes, hammers, glue sticks and rolling pins.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children explore a wide range of media, for example, play dough mixed with glitter and sand mixed with stones. Staff provide interesting activities such as making crackers; the children interpret and create in their own individual way. The role-play area is well resourced. Children initiate their own games and adults intervene appropriately to extend the experiences. Children thoroughly enjoy the musical movement and follow the instructions eagerly.

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:
- opportunities for children's individual art work to be displayed.

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.