



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 103828

DfES Number: 544051

### INSPECTION DETAILS

Inspection Date 04/11/2004  
Inspector Name Ann Revell

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Oaklands Little Acorns Pre-School  
Setting Address Oaklands CP Junior & Infant School  
Weeds Wood Road  
Chatham  
Kent  
ME5 0QS

### REGISTERED PROVIDER DETAILS

Name The Committee of Oaklands Little Acorn Infant School

### ORGANISATION DETAILS

Name Oaklands Little Acorn Infant School  
Address Oaklands County Primary School  
Weedswood Road  
Chatham  
Kent  
ME5 0QS

## 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

Oaklands Little Acorns Pre-School was first opened in 1999 and is run by a committee. It operates from two linked classrooms in portacabins set in the grounds of Oaklands Infant School in Walderslade on the outskirts of Chatham. There is a large, enclosed outside area and in addition, the pre-school uses some of the schools facilities. The majority of the children attending live nearby.

There are currently 54 children from three to five years on roll. Of these, there are 35 three year olds and 19 four year olds receiving nursery education funding. Sessions are from 09.00 to 11.30 and from 12.45 to 15.15 on week days during school term times. Children attend for a variety of sessions. The pre-school support children who have special educational needs. At present, there are no children attending who have English as an additional language.

Six staff work with the children. Four have a recognised qualification in childcare and education and two are currently in training. The pre-school receives support from a mentor from the local 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?

Oaklands Little Acorns Pre-School provides high-quality nursery education which enables children to make very good progress towards the early learning goals.

The quality of teaching in the pre-school is very good. All children, including those with special educational needs, are achieving their potential because staff have an excellent understanding of the stepping stones and the early learning goals and they know children learn best when involved in varied and exciting activities. They arrange the rooms and resources imaginatively and this successfully encourages children to make decisions and to be very independent. Staff help children to develop new skills and they give them time to reinforce previous learning. There are some missed opportunities for reinforcing mathematical skills at snack time. Staff explain things clearly and use questions to encourage children to think. They present activities in a lively manner which ensures children are attentive. They are positive and consistent in their management of behaviour and children respond very well. Staff observe and assess children's learning regularly and they use the information gained to effectively plan for what children need to learn next.

The leadership and management of the pre-school are very good. The supervisor provides clear guidelines for the staff and ensures that they work as a team towards the best possible care and education of the children. She rigorously monitors planning, assessment of children's progress and the quality of teaching and when required, provides in-house training.

The very good partnership with parents helps children to learn. Parents receive good information about the educational provision through a welcome pack, a prospectus and notice boards. Parents have good opportunities to share what they know about their child through the contact books and regular meetings. They are very well informed about their children's achievements and progress.

### What is being done well?

- Circle times are used very effectively to reinforce many aspects of learning and to develop children's confidence and self esteem. Children count, recognise numbers and learn letter names. They listen attentively and participate well.
- Provision for children with special educational needs is very good and staff have considerable expertise in this area. Excellent strategies are in place for identifying, target setting and monitoring progress. Children and parents are supported very well.
- The organisation of the room and the resources effectively encourages children to explore and learn independently. Children make confident choices

and are very self sufficient.

- Relationships are warm and friendly. Kindness and sharing are encouraged throughout. Children are able to work harmoniously together.
- Staff keep comprehensive and detailed records of children's progress. They use these effectively to ensure that each child is working towards the next stage in their development.

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

- the use of snack time to extend children's understanding of mathematical ideas.

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

Very good progress has been made since the last inspection.

The pre-school was required to ensure that the records kept on children's progress were consistent throughout. All staff now maintain the same high standard. They observe children at activities and make observational notes on their progress. These are recorded in each area of learning and kept together with photo evidence and annotated pieces of children's work. The records are used very effectively to inform the overall planning, to set targets for individual children's progress and for reporting to parents.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident in the group and this enables them to try all the new experiences and to concentrate well. They respond well to praise for their achievements and are kind, considerate and well behaved. They take turns on the computer and share a favourite hat. Children make confident choices from the range of activities and work purposefully for good periods of time. They have good independence skills and are encouraged to try, for example, putting their own work away in their folder.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident in speaking to the group and use a good range of vocabulary to describe their experiences. They listen very attentively and can take turns in conversation. Children are developing very good early reading skills. They read familiar words from labels and the computer and are learning the sounds that letters make. They love stories and understand how books work. Children are very confident writers. They 'write' captions for their drawings and learn to form letters correctly.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Daily activities and circle times ensure children make good progress in their number skills. They count to ten and beyond at register time and find the appropriate numeral for the date. They compare the colours of children's eyes and look to see if there are more blue than brown. They know how many more cards they need on the board to make ten. There are missed opportunities at snack times to further develop mathematical ideas. Children correctly use the language of position, size and shape.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Very good use is made of the school grounds to encourage children to explore natural and living things. Children confidently choose the best fixings for their box and tube models and make interesting models with construction kits. They independently use the computer to support their learning in many areas. They learn the language to describe the passing of time and talk about the features of the locality they pass on their way to pre-school. They learn about other cultures as well as their own.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children benefit from the many varied and energetic physical activities in the course of each week. They use the apparatus in the school hall, they run freely in the playground and enjoy the challenging adventure playground. They daily develop control and coordination in the outside covered area where staff encourage good climbing, balancing and throwing skills. Children use scissors, knives and sellotape cutters confidently and safely. They are developing good control using pencils and brushes.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children draw freely and explore paint in different ways and their work is valued and displayed. They make observational paintings of their teddies and use their imagination as they carefully choose from exciting materials to create a collage. They make their own shakers and play the instruments to accompany their singing. They are able to maintain a simple rhythm. They respond to their senses as they feel and observe the leaves they collect and taste and smell the sandwiches they make.

**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:
- further develop the provision for mathematics by using snack times to increase children's understanding of mathematical ideas.

*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.*