



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY244973

DfES Number: 557827

### INSPECTION DETAILS

Inspection Date	16/03/2005
Inspector Name	Alison Putnar

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Oasis Family Centre
Setting Address	42-44 Nottingham Street Melton Mowbray Leicestershire LE13 1NW

### REGISTERED PROVIDER DETAILS

Name	Covenant Life Melton 1075336
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### ORGANISATION DETAILS

Name	Covenant Life Melton
Address	42-44 Nottingham Street Melton Mowbray Leicestershire LE13 1NW

## 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

Oasis Pre-School opened in 2002 and is part of the Oasis Family Centre based at the Covenant Life Christian Centre in Melton Mowbray town centre. It serves the local community and surrounding areas.

The pre-school group is registered as sessional care to provide 20 places for children aged from 2 years to under 5 years and is registered to receive early years funding for 3 and 4-year-olds. There are currently 32 children on roll attending various sessions during the week; of these 25 are funded 3 and 4-year-olds. The setting supports several children with special educational needs. All the children speak English as their first language.

Sessions run on Monday to Friday inclusive from 11:45 until 14:45, during term time only, and includes the provision of a light lunch.

The group meet in the main room on the first floor of the centre with access to a further small room and toilet facilities on this level. There is access to a large room on the ground floor for physical activities. There is no outdoor play area.

There are 8 childcare staff working with the children 5 hold relevant early years qualifications. The pre-school managers hold degrees in education, one with a speciality in early years.

Oasis Family Centre also operates a drop-in session for parents and children at the centre on Wednesday afternoons from 13:00 to 15:00 and a parent and toddler session on Monday and Thursday from 9:30 to 12:00. There is also an outreach play session at Fairmead Centre on Thursday from 12:00 to 14:00.

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

### How effective is the nursery education?

Oasis Pre-school provide good quality education provision where children make generally good progress towards the early learning goals. They make very good progress in their personal, social and emotional development and their knowledge and understanding of the world.

The quality of teaching is generally good with some very good aspects. Staff have a good understanding of the foundation stage. Senior staff show some excellent teaching skills, seizing opportunities to extend learning through use of effective questioning. Supportive systems are in place to ensure that children with special educational needs are making progress in development. Staff plan a wealth of interesting activities that capture children's interest. Good emphasis is placed on free play. Behaviour is managed appropriately and children respond well during the main session. The organisation of the physical play session has a less positive impact on behaviour. Assessments are completed and are beginning to be used effectively to inform future plans of activities.

The leadership and management is generally good. Senior staff are particularly skilled and take an active role in the session, although opportunities to guide less experienced staff are not always taken. The system for planning small group 'focused' activities means that staff are not always clear and confident about what they want the children to learn. There is a clear commitment to improving staff's skills and the education curriculum. Staff regularly attend additional training and take on board advice from relevant professionals.

The pre-school has very good partnerships with parents. Staff clearly value and respect parents' wishes. Clear and detailed information is given about the foundation stage, the curriculum and ways parents can contribute to children's learning at home; through brochures, newsletters and displays. Effective methods enable parents and staff to share information about children's achievements and progress.

### What is being done well?

- High levels of adult interaction and support lead to children making very good progress in their personal, social and emotional development, as a firm foundation for other learning. Children are happy, settled and confident. Meal times are used effectively to develop good social and personal independence skills with these young children.
- Good opportunities are created for children to freely choose and investigate activities, keeping them active and interested in their learning environment. Children are able to revisit activities and take time to practise and develop their skills; also promoting their confidence.
- Many interesting experiences encourage children to explore and investigate

using all of their senses; developing children's wider knowledge and understanding of their local community and the natural world. Children benefit from frequent trips out, for example, children described the sights, smells and sounds on a trip to the cattle market. Aspects of nature are effectively brought into the setting: children talk about their experiences of building a garden; digging up worms for the wormary; and compare their sunflower seedlings to those in information books.

- Use of interesting topics, and the wide variety of activities and resources available each session, enables children to make links in their learning and make progress in all areas of development as they consolidate their skills through play.

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

- systems for planning the 'focused' family group activities. To ensure that all staff are involved and able to build their knowledge and skills, of supporting children, to reach the intended learning outcomes. Ensuring also that these activities are pitched at appropriate levels, taking account of individual children's needs within the group
- organisation of the whole group physical play time to ensure this is purposeful and manageable. Whilst ensuring that all children are equally involved and able to benefit from the available resources.

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

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and confident. They are active and interested through the many opportunities to make choices in play. Their personal independence skills are well fostered through daily routines. Many select resources and prepare their own sandwich for the relaxed sociable mealtime. They are developing an awareness of expectations of behaviour. Some struggle to take turns during popular activities, for example, when playing on bikes, but they are appropriately supported by staff.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

More able children use a range of language skills when talking about their experiences, for example, during lunch time discussions. Senior staff are skilled at encouraging children with needs in this area. Text is displayed around the room and children experience using books in a variety of ways. Children show early mark making skills during painting and drawing, holding implements correctly. More able ones are not always encouraged to expand their skills, such as, putting their names on work.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children benefit from good practical activities to help them count, recognise colour and compare sizes. Their understanding of number and simple calculation is reinforced as they join in number songs and take part in routines tasks. For example, counting those present in the group and calculating how many pieces of fruit are needed. Children are less confident at recognising numerals, they observe numbers during planned activities or when looking at the date, but less often at free play times.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are keen explorers, investigating materials and observing change, for example, when growing seeds. They freely access an excellent range of tools and resources for joining and assembling recyclable materials. They enthusiastically explore the local environment and natural world during trips out, for example, to play in the newly fallen snow. Many share experiences, important to them, from their own lives. More able children use technology, accessing the computer independently.

### **PHYSICAL DEVELOPMENT**

Judgement:	Generally Good
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Children are developing large physical skills as they practise climbing, jumping and balancing. More able children manoeuvre bikes with skill, but often dominate these resources, preventing others from building their skills. Children frequently handle tools to develop fine motor skills, demonstrating control and co-ordination as they cut materials during craft work. They build an awareness of healthy practises through daily routines, washing hands and talking about healthy diets during lunch.

### **CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children experience a good range of craft and malleable materials, using their own ideas to create pictures and models. They take part in varied musical activities. For example, exploring sounds of instruments from around the world, making their own instruments and listening to a wide variety of music types in addition to children's songs. Many act out familiar experiences in role-play, caring for babies and preparing meals in the home corner. They rarely explore their imagination further.

**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**

- increase staff's involvement, in planning the 'focused' family group activities. Thus enabling less experienced staff to develop their skills and confidence in supporting children to reach the intended learning outcome. More effectively use the information gained from children's assessments to plan appropriate learning intentions for the varying abilities of children in their group
- review the organisation, and use of the large physical play room. Thus ensuring all children are able to equally access the range of resources and activities; and as a result continue to make progress in their physical development.

*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.*