



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 134493

DfES Number: 581851

INSPECTION DETAILS

Inspection Date 12/01/2005
Inspector Name Jane Melissa Griffiths

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Ewelme Village Pre-School
Setting Address Ewelme Village Hall
High Street, Ewelme
Wallingford
Oxfordshire
OX10 6HP

REGISTERED PROVIDER DETAILS

Name The Committee of Ewelme Village Pre-School

ORGANISATION DETAILS

Name Ewelme Village Pre-School
Address Ewelme Village Hall
Ewelme
Wallingford
Oxfordshire
OX10 6HZ

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

Ewelme Village Pre-School opened in 1970 and operates from the village hall in Ewelme near Benson in Oxfordshire. A maximum of twenty four children may attend the provision at any one time. The facility is open each weekday from 09.15 to 12 noon and until 13.00 on Mondays and Wednesdays in school term times. All children share access to a secure enclosed outdoor play area.

There are currently 27 children aged 2 years to under 5 years on roll. Of these 23 children receive funding for nursery education. Children come from a wide catchment area.

The facility employs five staff. Three of the staff, including the manager hold appropriate early years qualifications.

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

How effective is the nursery education?

Ewelme Village Pre-School provides good-quality education overall which enables children to make generally good progress towards the early learning goals. Children are making very good progress in their personal, social and emotional development, communication, language and literacy, mathematics and their physical development.

The quality of teaching is generally good. Staff manage the children very well and have good relationships with them. They make good use of the indoor space to create an interesting learning environment in which children increase their independence. Planning of a variety of activities is undertaken which will benefit from the inclusion of additional opportunities to make music, to explore a larger variety of malleable materials and to learn about people's differences. Staff are skilled in asking questions to encourage the children's language and to encourage them to reflect on their learning. Detailed notes record children's progress towards the early learning goals. Staff use this information to inform planning.

The leadership and management of the setting is very good. The staff and committee are particularly committed to working in partnership and the staff are well supported by members of the committee. The manager acts on advice given and the committee encourage staff to attend training. Effective systems for the monitoring and evaluation of education are in operation to ensure the foundation stage curriculum is delivered.

The partnership with parents is very good. Parents are informed of their children's progress with constant access to their records and a new system, currently being introduced, of meeting with their child's key worker. Staff ensure parents are up-to-date with information about the setting and what their children are doing by regular newsletters and the displaying of plans in the waiting area. An effective parent's rota is in operation and parents are encouraged to participate in their children's learning.

What is being done well?

- Staff provide a warm and caring environment in which children are interested, excited and motivated to learn. Parents report their children to be keen to attend.
- Staff have high expectations for behaviour and children behave very well. Children are able to work in groups, take turns and are learning that there needs to be agreed codes to work together such as when playing parachute games in the larger hall or snakes and ladders in the main play room.
- Parents are provided with good-quality information about the setting and what their children are doing. Regular newsletters and the up-keep of notice boards ensure parents are well informed. They report staff to be

approachable and knowledgeable about their children.

- Children are confident communicators. They are able to speak out in a group and attempt writing for a variety of purposes. Children are keen to link sounds and letters and enjoy stories. Staff are skilled in asking questions to check out children's learning such as after a story about the gingerbread man when staff used carefully framed questions to check the children's understanding.
- Staff include maths in everyday activities. Children benefit from these activities such as choosing a particular shape of toast and adding up the total number of children and adults in attendance.

What needs to be improved?

- opportunities for children to learn about people's differences
- opportunities for children to use a variety of malleable materials
- opportunities for children to make music
- the detail of the planning of outdoor activities.

What has improved since the last inspection?

Very good progress has been made since the last inspection. Two points for consideration were raised in relation to children assisting in the tidying up process and to review teaching and training needs for staff.

Children now ring a bell and hold up a notice to identify tidy up time. All children participate in this activity unless they are involved in a creative activity.

Members of the committee formally attend the group once a week and maintain a folder of staff's qualifications and details of their attendance at training courses. Staff report the committee to be encouraging about training.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy in the group with parents reporting their enthusiasm to attend. They are confident, excited and motivated to learn. Children are developing confidence and self-esteem. They behave well and are learning right from wrong. Children are developing skills in working in a group and taking turns. They are developing independence and are encouraged to select resources for themselves. Children are forming positive relationships with their carers who demonstrate affection for them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The environment is rich in print for children's reference. Children are confident communicators. They are able to concentrate, listen and enjoy stories. Children are developing their writing skills and are able to recognise their name which they attempt to write, as well as simple words. They enjoy regular opportunities to link sounds and letters. Children are encouraged to reflect upon their experiences and staff are skilled in using questions to check out their learning.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The environment is rich in number and staff introduce maths into most daily activities. Children are very confident in number work. They are able to describe and compare shape, size, quantity and position and are developing an understanding of calculation. Children are developing mathematical ideas and use methods to solve problems. Children recognise and re-create simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy regular opportunities to investigate and explore and are encouraged to bring in items from home. Children build and design freely, using their imagination. Children are confident in the use of technology and negotiate a simple computer programme well. They are developing a sense of time. Children have few opportunities to learn about the beliefs, customs and cultures of others and due to the location of the group, children have limited opportunities to explore the village.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are developing confidence in movement and an awareness of space. They have daily opportunities to develop their large motor skills in the main hall. They are able to travel under, over and through balancing and climbing equipment. Children are developing their fine manipulative skills using a range of tools and equipment. They are learning good practices with regard to exercise, eating and personal hygiene. More able children manipulate materials to achieve a planned effect.

CREATIVE DEVELOPMENT

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|------------|----------------|
| Judgement: | Generally Good |
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Children confidently use their imagination in dance, stories and role play. Staff make good use of role play to develop children understanding of the world around them. Children explore the possibilities of colour and are able to mix a variety of colours and talk about the result. Children have limited opportunities to make music and do not regularly explore the use of a variety of malleable materials.

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

- provide children with additional opportunities to learn about people's differences
- provide children with additional opportunities to use musical instruments
- provide children with additional opportunities to use a wider variety of malleable materials.

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.