



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 134463

DfES Number: 519937

INSPECTION DETAILS

Inspection Date 20/04/2004
Inspector Name Jane Melissa Hull

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Cogges Under 5's Association
Setting Address Cogges Playgroup, Cogges Church Centre
Church Lane
Witney
Oxfordshire
OX28 3LA

REGISTERED PROVIDER DETAILS

Name The Committee of Cogges Under 5's Association 1037157

ORGANISATION DETAILS

Name Cogges Under 5's Association
Address Cogges Playgroup, Cogges Church Centre
Church Lane
Witney
Oxfordshire
OX28 3LA

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

Cogges Under Five's Association opened in 1983. It operates from Cogges Church Centre in Cogges in Witney.

There are currently 59 children from 2 to 5 years on roll. This includes 17 funded 3 year olds and 29 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and no children who speak English as an additional language.

The group opens 4 days a week during school term times. Sessions are from 09:15 until 11:45 on Monday to Thursdays and from 12:30 until 15:00 on Mondays, Wednesdays and Thursdays.

Nine staff work with the children of whom three have early years qualifications to NVQ level 2 or 3. One staff member is currently working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The nursery education at Cogges Under Five's Association is generally good. Children are making very good progress in personal, social and emotional development, mathematics and creative development. Children are happy and excited to learn in the stimulating learning environment created by staff, within the shared community building.

The quality of teaching is generally good. Staff meet individual children's needs in a caring and sensitive manner. Children who have special needs are well supported and staff work well with external agencies and parents. Staff have knowledge and understanding of the early learning goals. They have developed a planning system, however this regularly involves repeating some activities and pre-selecting the same play equipment at each session, over the period of a week. This practice creates the potential to miss some opportunities to extend and develop the learning of the children who attend for several sessions. Appropriate records of children's progress are maintained and used to inform planning. Staff provide children with positive role models of behaviour and use lots of praise and encouragement. Staff make good use of space and resources but provide limited letters and number in the environment for children's reference.

Leadership and management is generally good. The new committee members and manager are developing management systems and are committed to improving the standards of care and education for children. Staff have opportunities to attend short courses however, there are limited systems in operation to monitor staff's performance, to provide them with individual feedback and to encourage professional development.

Partnership with parents is very good. Parents receive good quality information about the setting and what their children are doing. Various opportunities for parents to be involved in their children's learning are available and they are encouraged to contribute to records of their children's progress.

What is being done well?

- Staff work hard to create a stimulating and welcoming learning environment for children within the shared community building. Good use is made of the indoor space to provide children with a range of activities at any one time and opportunities to select some of their preferred resources.
- Staff care for the children in a warm, caring and sensitive manner. They provide children with positive role models of behaviour and use lots of praise and encouragement. Children are happy, eager to learn and have high self-esteem.
- Staff use effective methods to help children with special educational needs to

learn and progress. The SENCO is aware of her responsibilities and works in partnership with external agencies and parents to meet the individual needs of the children.

- Staff promote partnership with parents. They provide parents with good quality information about the setting and what their children are doing. Parents have a variety of opportunities to be involved in their children's learning and are encouraged to contribute what they know about their children to records of achievement.

What needs to be improved?

- opportunities for children to practise their writing skills during free play
- the amount of letters and numbers within the environment for children's reference
- opportunities for children to use technological equipment
- systems of monitoring staff's performance
- planning, to provide children with more variety of play and learning opportunities over the period of a week.

What has improved since the last inspection?

Progress since the last inspection has been generally good. Additional programmable equipment has been obtained but children do not have use of the computer within the learning environment. A new system of recording children's progress has been introduced and staff are developing their skills in it's use.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, excited and eager to learn. They have high self-esteem and are keen to speak in a group and make suggestions. Children behave well and are learning right from wrong. They are learning to take turns and share. Children are forming secure and caring relationships with their peers and carers and they show sensitivity to others. They are developing independence and are able to select some toys and resources for themselves.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are developing their communication skills. They generally speak clearly and are developing their vocabulary during sessions. Children are able to concentrate and listen. They enjoy stories and use the well-organised and resourced, book area. Children are developing their writing skills but have limited access to writing equipment during free play and there are limited letters in the environment for their reference.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are developing their counting skills and many four year olds count beyond 10 objects. There are however, few numbers in the learning environment for children's reference. They use language to describe shape, size and quantity and are developing an awareness of calculation. Children are developing mathematical ideas and use methods to solve problems. They recognise and re-create simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have regular opportunities to investigate and explore. They build and construct using a range of objects and materials. Children are learning about the beliefs, customs and cultures of others and enjoy marking a variety of festivals with practical activities. Although there is a computer in the group children are not able to use it. Children have limited opportunities to undertake visits into their local community and visitors are not routinely invited to the group.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence showing an awareness of space. They are able to travel under, over and through balancing and climbing equipment and manoeuvre bicycles well. Children have regular opportunities to develop their large motor skills both indoors and out. 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.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy singing and the regular use of musical instruments. They enjoy a variety of role play experiences which develop their awareness and understanding of the world around them. A variety of art and craft activities are enjoyed. Children use their imagination during play both indoors and out.

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 planning to ensure children have access to a wider variety of play and learning opportunities over the period of a week
- provide children with additional letters and numbers in the learning environment for their reference
- provide children with additional opportunities to use information and communication technology.

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.