



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 134436

DfES Number: 514574

INSPECTION DETAILS

Inspection Date 18/11/2003
Inspector Name Charlene Howlett

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Eynsham Pre-School
Setting Address Eynsham Primary School
Beech Road
Eynsham, Witney
Oxfordshire
OX29 4LJ

REGISTERED PROVIDER DETAILS

Name The Committee of Eynsham Pre-School 268409

ORGANISATION DETAILS

Name Eynsham Pre-School
Address Eynsham Primary School
Beech Road, Eynsham
Witney
Oxfordshire
OX29 4EF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Eynsham Pre-School opened in 1976. It operates from a purpose built accommodation in the grounds of Eynsham Community Primary School. The pre-school serves the local area and surrounding villages.

There are currently 57 children from 2 to 5 years on roll. This includes 11 funded 3 year olds and 6 funded 4 year olds. Children attend for a variety of sessions. There are weekly First Step sessions for one to two year olds, which are organised on a parent and toddler basis, and a weekly Rising Five sessions for four year olds.

The group opens five days a week during school term times. Sessions are from 09:15 until 11:45 and from 13:15 to 15:45.

Six part-time staff work with the children with a supervisor at each session and a staff supervisor who oversees all staff. Over half the staff have early years qualifications to NVQ level 2 or 3. The pre-school is a registered charity and a member of the Pre-School Learning Alliance. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Eynsham Pre-school provides satisfactory care for children. Staff work well together as a team and offer children a high level of support. They attend training courses to increase their knowledge and understanding of early years care and education. Essential information and record keeping is well organised. The pre-school continues to develop its operational plan, and only minor weaknesses remain relating to some policies.

A bright and welcoming environment is created where children are happy and settled. Staff use space effectively and a comprehensive risk assessment identifies hazards and actions taken to minimise these. The maintenance of the premises is prioritised and pre-school staff undertake regular checks and cleaning schedules to

ensure children are provided with a safe and hygienic environment. Children's good health is promoted through the provision of nutritious snacks and free access to fresh drinking water.

Staff observe how children play and where their skills lie and use this information in planning the next step for children's learning. Children engage in a wide range of activities and have access to a good selection of toys, resources and equipment in a comfortable environment. However the range of creative activities on offer to children does not allow them to access and explore materials which stimulate their imagination and creativity. Staff use positive techniques of guidance to manage children's behaviour and help them understand right from wrong. Staff are friendly and approachable; they know the individual children well and offer them a high level of interaction, both in small groups and on a one to one basis.

The pre-school's partnership with parents is very good. Parents know that they can drop in to the pre-school at any time to observe or exchange information about their children with the staff. However, there are no formal opportunities for parents to share records and contribute to information about their child's progress.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The pre-school has developed a policy of partnership with parents by offering support and encouragement to become involved in the pre-school's operation. Parents have the opportunity to serve on the management committee, to be involved in fund raising and participate in a parent rota helper scheme.
- Staff develop good relationships with children. They know them well and take time to talk and listen to them. Staff interact well in children's play and give them encouragement to help them learn. There are clear boundaries in place for children's behaviour which staff consistently reinforce and children's behaviour is very good.
- The indoor environment is both well maintained and attractively arranged and presents a warm welcome to parents and children. A notice board in the foyer is used effectively to keep parents informed about the play topics and management of the group.

What needs to be improved?

- the role of staff in organising children's play activities, to ensure children are given opportunities to make choices and to practice and develop skills in imaginative and creative ways
- the opportunities given to parents to share and contribute to children's progress records

- the child protection procedures, to ensure they comply with Children Act Regulations.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
3	develop the role of staff in organising children's play activities to ensure children are given opportunities to make choices and to practice and develop skills in imaginative and creative ways.
12	provide opportunities for parents to contribute to and receive regular information on their children's progress.
13	ensure that the child protection procedure complies with the September 2003 Children Act Regulations.

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

How effective is the nursery education?

Eynsham Pre-school provides a safe, friendly, welcoming environment but children's progress towards the early learning goals shows significant weaknesses.

Staff form good relationships with children and treat them with respect. They offer choices and never insist on children's participation, but the activities are under-resourced and children are not reaching their full potential. The quality of teaching has significant weaknesses. Staff use observations of children to plan for their continued progress but have misjudged children's capabilities and as a result very few children are sufficiently challenged. Some activities are too prescriptive and restrict children's individuality, while others require more adult involvement to maximise on play value.

Leadership and management of the setting is generally good. The committee has recently changed and is now working well to support the staff. Training opportunities are offered to help staff increase their skills, and an appraisal system is being introduced to help improve the service provided. There are however, no formal systems in place to monitor the groups effectiveness and identify any shortcomings.

The partnership with parents is generally good. Parents find the staff very approachable and are happy with the level of involvement expected of them. There is no set procedure at present for informing parents about their children's progress towards the early learning goals, although some methods have been tried unsuccessfully.

What is being done well?

- Children are confident and contribute to discussion in both large and small groups.
- Children know what is expected of them and they behave well.
- Staff act as good role models and treat children with respect. In return children are co-operative and considerate.
- Staff give children choices and never force them to participate in activities.

What needs to be improved?

- planning in all areas of the curriculum to ensure that children are sufficiently challenged,
- the delivery of the curriculum, to ensure that opportunities to develop independence and learning are not missed,
- the level of staff intervention to make sure that children can develop their

individual creativity and receive adequate help to reach their full potential,

- the linking of ideas across all areas of learning to reinforce understanding and add meaning,
- the number of opportunities for children to use technological equipment and other resources to investigate, explore, design and build.

What has improved since the last inspection?

The group has made limited progress towards addressing the key issues raised at the last inspection.

At the last inspection staff were required to plan and provide more opportunities for full use of resources outdoors, develop their understanding and involvement in curriculum planning, evaluate the daily curriculum in action, and extend systems for reporting to parents on their children's progress and attainment.

Resources are still underused both inside and outdoors and there appears to be little daily evaluation of the curriculum. Staff report to parents informally about what the children achieve and how they are progressing but this is on an ad hoc basis. No regular or formal system has been introduced but parents are not dissatisfied with the current practice.

Planning involves all staff and considers individual abilities but is pitched low causing children to be insufficiently challenged. Staff link planning to expected outcomes and share plans with parents.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in this area. They are confident and share their thoughts and feelings with others in both small and large groups. Children can sit and concentrate for short periods of time and are keen to listen and participate. They know what is expected of them and behave well. There are however, missed opportunities to take learning outside, and develop ideas and independence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are clear and confident speakers but other aspects of this area are weak. Children are not routinely encouraged to write their names and do not get regular opportunities to use writing for a variety of purposes. Some of the methods of teaching are uninspired and do not capture children's interest enough for them to want to participate in some activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Mathematical development is generally good. Children are involved in counting at circle time and staff use mathematical language skilfully to encourage thinking. Children can follow both pictorial and verbal instructions to recreate models and complete simple tasks. Some of the more able children are not sufficiently challenged and there are missed opportunities to use practical mathematics in the daily routine to add meaning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Knowledge and understanding of the wider world has significant weaknesses. Children have few opportunities to use information and communication technology, and to use various techniques for construction. They have limited curiosity and learning is further hampered by under use of resources. Children enjoy using the computer and some have good mouse control. Children are considerate, respectful, and help their peers.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

The area of physical development has significant weaknesses. Children are co-operative and enjoy outside play. They are given limited experiences as learning is not taken outside and many activities have little education value. Children can steer, scoot and pedal confidently but poor use is made of small equipment and there is insufficient adult input to develop learning opportunities. Children are not encouraged to locate equipment for themselves and use only what is put out.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
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Creative development has significant weaknesses. Some children can sing songs from memory and happily sing to the whole group. Children use a variety of media for an interesting range of activities but many craft activities are adult led and children are not free to develop individuality. Staff oversee many of the free play activities, and failure to join in with play results in children's imaginations not being developed.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- improve planning in all areas of the curriculum to ensure that children are sufficiently challenged,
- change the delivery of the curriculum, to ensure that opportunities to develop independence and learning are not missed,
- adjust the level of staff intervention to make sure that children can develop their individual creativity and receive adequate help to reach their full potential,
- linking ideas and concepts across all areas of learning to reinforce understanding and add meaning,
- increase the number of opportunities for children to use technological equipment and other resources to investigate, explore, design and build.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.