



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 133615

DfES Number: 515816

### INSPECTION DETAILS

|                 |                |
|-----------------|----------------|
| Inspection Date | 12/01/2005     |
| Inspector Name  | Carole Tyrrell |

### SETTING DETAILS

|                 |  |
|-----------------|--|
| Day Care Type   | Full Day Care  |
| Setting Name    | Steeple Aston Pre-School   |
| Setting Address | Fir Lane<br>Steeple Aston<br>Bicester<br>Oxfordshire<br>OX25 4SF |

### REGISTERED PROVIDER DETAILS

|      |  |
|------|--|
| Name | The Committee of Steeple Aston Pre-School 304376 |
|------|--|

### ORGANISATION DETAILS

|         |  |
|---------|--|
| Name    | Steeple Aston Pre-School                             |
| Address | Fir Lane<br>Steeple Aston<br>Oxfordshire<br>OX25 4SF |

## 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

Steeple Aston Pre-School opened in 1971 and operates from two rooms in the former village school building. It is situated opposite the church and primary school in the centre of the rural village of Steeple Aston in north Oxfordshire. A maximum of 20 children may attend the pre-school at any one time. The pre-school is open each weekday from 08.55 to 14.45 on Monday, Wednesday, Thursday and Friday and on Tuesday from 08.55 to 11.45 during school terms. All children share access to a secure enclosed outdoor area.

There are currently 36 children from 2 to under 5 years on roll. Of these 26 children receive funding for nursery education. Children come from the local and surrounding area. The nursery currently supports children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 6 staff. Of these, 3, including the manager, hold appropriate early years qualifications. A further 2 staff members are working towards a qualification.

The group is supported by the Oxfordshire Early Years Childcare and Development Partnership and is a member of the Pre-School Learning Alliance.

### How good is the Day Care?

Steeple Aston Pre School provides good quality care of children within a "friendly", warm and caring environment with an imaginative outdoor area. There are good links with the neighbouring school. Staff work well together as a team and up-date their knowledge to improve the care and learning opportunities for children. Documentation, policies and procedures are professionally produced and clearly made available for parents, staff and visitors to refer to easily so the setting runs smoothly.

Effective risk assessments are in place and reviewed to keep children safe. Children learn good hygiene practices as they wash their hands before eating and after

toileting. Fresh drinking water and healthy snacks are given to children to keep them healthy. There is a procedure to protect children from abuse which is shared with parents. Staff plan to up-date their knowledge of child protection.

There is a wide range of toys and equipment which are regularly rotated for children to make choices. Short, medium and long term plans around the topic of "transport" are in place and shared with parents so that children benefit from parents who are able to reinforce their learning at home. Staff keep records of children's progress which informs planning and is shared with parents. Children enjoy themselves and come readily to adults who spend time talking and actively playing with the children. Good behaviour is fostered by giving children praise. Staff extend their language and development so that they are making good progress which is recorded by key workers. Children are treated with equal care and concern so that their individual needs are well met.

Parents are made welcome and given good information about their children so that they are happy with the pre-school. They are involved on the parent rota and committee so that there is an effective partnership between home and the setting which benefits children so they settle with ease into the pre school.

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

Since the last inspection, there is now a procedure for lost and uncollected children and a list of names and addresses of committee members and all persons.

#### **What is being done well?**

- Staff work well as a team; they have good knowledge of the early learning goals; key worker system works well and good records inform planning so that all areas of the curriculum are covered and children make good progress.
- Relationship with parents is effective. Parents are made welcome and appreciate the information which is shared about their children's progress and the plans which are shared.
- Parents help with children on the rota and the parent committee is effective so that children benefit.
- Children are well cared for, happy and their needs are well met by key workers who know them well.
- There is an imaginative outdoor area where children can move freely around at all times. There is a wide range of equipment and resources available for children which is rotated regularly. Toys and resources reflect positive images of other cultures, i.e. books, dolls, puzzles and dressing up clothes.
- Equal opportunities is well fostered so that children benefit from visits from persons from other countries; they are treated with equal care and concern so that their needs are well met.

**What needs to be improved?**

- information, obtain an up-to-date copy of the child protection policy from Social Service.
- records, review what needs to be recorded in the incident record.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report

**Outcome of the inspection**

Good

**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   |
|-----|--|
| 13  | Obtain a copy of the booklet "What to do if you are worried about a child" from the Early Years and Childcare Partnership. |

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

### How effective is the nursery education?

Steeple Aston Pre-School provides very good quality nursery education overall which enables children to make very good progress towards the early learning goals in their nursery education in all areas of the curriculum. Children are beginning to recognise and write their names, appreciate that print carries meaning through regular stories and sounds for reading, count and gain an understanding of their world.

The quality of teaching is very good. Staff make good relations with children; manage children's behaviour well; work as a team; make good relations with parents and children and update their skills. They are skilled at extending children's language and use incidental experiences effectively. Staff have a secure knowledge of the early learning goals. Good resources are effectively used to promote learning in all areas but some resources are not always easily accessible to children. The range of resources make them suitable for children with special educational needs. Regular staff meetings effectively monitor teaching, planning and assessment which help to identify areas for development.

The leadership and management of the pre-school is very good. The committee and manager work well together. Regular staff meetings ensure the efficient running of the setting. The parent committee have clear roles and carry out their responsibilities well. They have regular meetings and offer support to the pre-school by organising fund raising events. The group receive and act upon advice from the Early Years and childcare partnership.

The partnership with parents and carers is very good. Parents are effectively able to see how their children learn when they help on the rota. They receive helpful information about the provision. They are involved with learning as they provide materials from home. Access to records and regular opportunities to discuss their children's progress gives parents good information about the progress their children make.

### What is being done well?

- Children make very good progress in all areas of the curriculum. The children particularly enjoy taking turns to record the weather and help at snack times.
- Staff have a secure knowledge of the early learning goals. They are skilled at extending children's language and place good emphasis on developing skills for reading, writing and mathematical skills.
- Staff keep meticulous records which inform planning. These plans are helpfully on display for parents. Access to records and regular opportunities to discuss their children's progress gives parents good information to the progress their children make.

- Children's senses are stimulated in the sensory and adventure outside area. They enjoy choosing between the various activities such as the play boat and diggers in the bark area.
- Children from other cultures are welcomed into the setting and their parents are invited into the pre-school to talk to children. Children are all treated with equal care and concern for their individual needs. The numbers are taught in German.
- Children benefit from staff who praise and encourage their behaviour so that they are happy and come confidently to pre-school. Children are well behaved as they understand routines which help them to keep within the boundaries.

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

- use of equipment, continue to maximise the use that is made of the outside area in all areas of the curriculum;
- rationalise the storage of equipment to increase children's access to all materials independently.

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

The pre-school has made very good progress since the last inspection:

Parents are now made fully aware of the Foundation Stage which is demonstrated in the prospectus, in photographs and on cards which shows how children learn in each of the areas in the preschool. Parents are now able to support their children fully at home.

Children now take care of the playroom and their environment by helping to tidy up and dig the garden outside ready for planting in the sensory area. This has enhanced their awareness of caring for their environment.

Their understanding of the need to keep healthy and their bodily awareness has increased as they help themselves to fresh drinking water when they are thirsty; wash their hands before eating and after toileting; take their clothes on and off; and learn the importance of healthy eating with fruit at snack times.

Staff are now deployed effectively at the various activities in and outside the pre-school so that children's individual needs are well met. There is a free flow of in/outside play and staff rotate the areas where they support children's learning. In addition, a member of staff "floats" between different activities to support children's learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are becoming independent as they wash and dress themselves. They are making good relationships with staff and peers as they share and play together. They behave very well, take turns and play in groups. They are confident and show initiative, helping each other and speaking out during discussion times. They are learning about their own and other cultures.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators and are keen to contribute in group discussions about the fire engine. Children's language is extended as they link new words to the theme of transport. They are encouraged to recognise letters by shape and sound and they are learning to use this knowledge to recognise their own names. Early writing skills are fostered well. As children attempt to write their names, they develop their handwriting skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff plan and introduce mathematical language in all activities. Children's understanding of number is reinforced as they take part in routine tasks such as counting cups at snack time. Children benefit from very good individual support as they confidently name circular shapes of biscuits; compare sizes of conkers; measure their height and weight for their passports. They benefit from incidental experiences such as counting money in the ticket office and through number rhymes.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are learning that people have differing cultures and beliefs as they celebrate festivals. The outdoor area is used to stimulate children's interest in birds and mini beasts; they investigate using magnifiers. Daily recordings help children to notice changes that occur in the weather and seasons. Their constructions with Duplo, recyclable materials and dough, noticing how things change. They use communication technology with the Braille machine and the computer.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have good opportunities to move confidently and develop their large motor skills outside as they use the climbing equipment and manoeuvre the wheel chair. They are developing their fine motor skills using a range of garden tools, scissors, pens, brushes. They are learning a sense of space as they wind their way through the adventure playground. They are learning about bodily health as they help themselves to water and keep themselves clean.

| CREATIVE DEVELOPMENT  |           |
|---|-----------|
| Judgement:  | Very Good |
| <p>Children use their senses as they explore a variety of materials in the sensory garden. They enjoy using diggers in the bark. They use their imagination in role play on the play boat, during stories and movement. A range of two and three dimensional art materials helps them to explore colour, texture and shape. They explore music through access to percussion and as they sing nursery rhymes to actions. This is not extended to fully experimenting with sounds in all areas outside.</p> |           |

**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:
- maximise the use that is made of the outside area in all areas of the curriculum
- review the storage of equipment to increase children's access to all materials, such as glue, independently.

*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.*