



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 134014

DfES Number: 525201

### INSPECTION DETAILS

Inspection Date 08/07/2004  
Inspector Name Margaret Moffat

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Wolfson College Day Nursery  
Setting Address Linton Road  
Oxford  
Oxfordshire  
OX2 6UD

### REGISTERED PROVIDER DETAILS

Name The Committee of Wolfson College Day Nursery

### ORGANISATION DETAILS

Name Wolfson College Day Nursery  
Address Linton Road  
Oxford  
Oxfordshire  
OX2 6UD

## 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

Wolfson College Day Nursery opened in 1976 and is situated on the site of Wolfson College in the centre of Oxford. It operates from a single storey accommodation comprising two self-contained nursery areas linked by a central open-air courtyard. Children also have access to the extensive college grounds. The nursery serves the local area but priority for places is given to children whose parents are associated with the college, either as students or staff.

There are currently 35 children from birth to under eight years on roll. This includes 11 nursery education funded three year olds and 3 funded four year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and who speak English as an additional language.

The group opens 5 days a week for 48 weeks of the year. Sessions are from 08:45 until 17:15.

Eight full-time, one part-time and one casual member of staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/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?

Wolfson College Day Nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, knowledge and understanding of the world and physical development are very good.

Teaching is generally good. Staff have a sound knowledge of the early learning goals which enables them to provide a range of interesting and appropriate activities to help children learn. A planning and assessment system is in place, however, no written evaluations are completed. Staff are effective in their use of explanation and questioning to encourage children's thinking. Staff do not take full advantage of everyday opportunities in communication, language and literacy, mathematics or creative development to further promote aspects of learning. Children behave well in response to the high expectations and support from staff. There are effective systems in place to give good support to children with special educational needs.

Leadership and management are very good. There is a good staff team in place who provide a well planned stimulating environment where children learn through a variety of activities. The management and staff are committed to on going training and to the improvement and quality of care and education offered in the nursery.

Partnership with parents and carers is very good. This contributes to children's learning. Staff have good relationships with the parents and carers. Information is shared on a daily basis and parents are well informed about the foundation stage and the nursery activities and routines. Parents regularly discuss their child's progress with staff.

### What is being done well?

- The children are confident, interested and able to work independently. They are well behaved and share toys and resources readily, taking turns. They show high levels of concentration when undertaking activities.
- Staff's use of effective explanation and questioning encourages children's thinking. Staff work well as a team and are committed to the improvement of nursery education.
- Partnership with parents is very good. Parents and staff are committed to working together to support children's learning.

### What needs to be improved?

- the evaluation of planned activities to ensure they are suitable and inform future planning

- opportunities for children to practice writing for a variety of purposes
- opportunities for children to use simple calculation and extend counting skills in everyday situations
- opportunities for children to express themselves freely in art and craft activities.

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

Generally good progress has been made since the last inspection. The staff have addressed most issues from the previous inspection. The planning system has been reviewed and ensures that all areas of learning are covered. Assessment systems are in place, however, evaluations are not completed to inform future planning and this remains outstanding. Staff have attended training on physical development and new resources have been purchased. Staff plan physical activities into the curriculum and children now make very good progress in this area of learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children enjoy a good range of activities and are eager to try new experiences. Children develop very good relationships. They work well together and independently and show high levels of concentration when undertaking activities. They share resources and behave well. Children are developing very good independence and self help skills. They are developing an awareness of diversity in the community through a range of practical activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident speakers, able to listen well and engage in effective conversation with adults and each other. They respond enthusiastically to stories and familiar songs. Children are beginning to recognise their own names, are learning that print carries meaning and read from left to right. Children have limited opportunities to practice writing for a variety of purposes in everyday play situations.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently use numbers; many count to ten and beyond. Some children can recognise numerals up to nine. Some opportunities are missed to extend practical counting and simple calculation in everyday play situations. Children confidently create patterns playing with the sand, trains and pegboards. They use language to describe size and can recognise and name simple shapes during practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children build and construct using a range of tools and materials. Children use the computer and familiar programmes with confidence. They develop a good understanding of time and talk confidently about events in their own lives. Children find out about living things, their environment and natural objects through planned activities. They learn the similarities and differences between their homes and other communities through practical and planned activities.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and have an awareness of themselves and others. Children develop co-ordination and balancing skills through activities such as balancing beams, stepping-stones, catching, throwing and the climbing frame. They use a wide range of tools confidently. Children are confident and capable when undertaking routine activities, dressing themselves and visiting the toilet.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children respond enthusiastically during activities and are confident in communicating their ideas. They express their imagination through a variety of role play situations and instigate their own games. Some opportunities are missed for children to express themselves freely in art and craft activities. Children have opportunities to respond to what they see, smell, taste, touch and feel through practical activities.

**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**

- ensure written evaluations take place on planned activities offered to ensure activities are suitable and inform future planning for children's individual needs
- increase opportunities in everyday situations to further develop early writing skills, simple calculation and free expression in creative 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.*