



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 113592

DfES Number: 522698

### INSPECTION DETAILS

Inspection Date 10/03/2004  
Inspector Name Maureen Croxford

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Loxwood-Pre School  
Setting Address School Field  
Badgers Way, Nicholsfield  
Loxwood  
West Sussex  
RH14 0TJ

### REGISTERED PROVIDER DETAILS

Name The Committee of Loxwood Pre School

### ORGANISATION DETAILS

Name Loxwood Pre School  
Address Badgers Way  
Loxwood  
Billingshurst  
West Sussex  
RH14 0TJ

## 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

Loxwood Pre-School opened in 1980 and in 1999 moved to its current location. It operates from a self contained unit set in the grounds of the Loxwood Primary School. The pre-school serves the local area and surrounding villages.

There are currently twenty-four children from two to five years on roll. This includes eight funded three-year-olds and five funded four-year-olds. Children attend for a variety of sessions. There are no children with special educational needs or have English as an additional language attending the group.

The group opens five days a week during school term times. Sessions are from 9.00am until 1.00pm three days a week and 9.00am until 12 o'clock for two days..

There are five part time staff working with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff are currently working towards a recognised early years qualification.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership.

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

### How effective is the nursery education?

Loxwood Pre-School offers generally good quality provision which helps children make good progress towards the early learning goals. Good emphasis is given to personal, social and emotional development, physical development and creative development. The pre-school provides a warm, welcoming and caring environment.

Teaching is generally good. Staff make regular assessments which are clear and informative, that identify children's progress across the curriculum. Staff have a good understanding of the Foundation Stage, although planning could be developed further to include support for all children and extend the more able.

Staff ensure that children have opportunities to be engaged in a wide range of activities that are planned and also encourage children to initiate their own ideas. Staff form very good relationships with the children and have a high expectation of behaviour. Leadership and management is very good. The staff team work closely together; responsibility for planning, teaching, observing and assessing is shared and overseen by the supervisor.

The pre-school management share a common determination and provide a clear vision. This is backed up by effective procedures and supported by in-house and external training.

The partnership with parents is very good. Parents are very well informed of their child's progress through informal feedback and individual consultations. Staff encourage parents to be involved in their child's learning. Parents receive regular information regarding planned activities through regular newsletters, notice boards, displays of children's art work and yearly written reports.

### What is being done well?

- Effective teaching methods, encourage children to develop high levels of self esteem, independence and confidence.
- Staff provide good support to all children, enabling children to participate in all activities at their own level and to make good progress.
- The pre-school offers a warm, welcoming caring environment.

### What needs to be improved?

- Further development of planning, assessment and evaluation of activities to extend more able children.
- Provision of further planned activities for children to explore everyday technology.

- Ensure that further opportunities are offered for children to use writing for a purpose.

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

Generally good progress has been made since the last inspection. The key issues have been addressed and both areas continue to be developed. New developmental records are being used and staff are monitoring the educational programme.

Parents now receive a yearly written report on their child's progress and are invited to open evenings, where they can speak to the children's key workers and supervisor, and share information.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children develop good relationships with adults and other children in the pre-school. They learn to co-operate and work well together and are generally well behaved. Children are encouraged to be independent and are able to access their own resources easily. They are happy and motivated, and are given good support and guidance to develop high levels self-esteem.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in this area is generally good. Children talk confidently to people they do not know in a secure environment. Children are given opportunities to participate as individuals and as part of a group. Staff offer good activities for emergent writing but further opportunities should be provided for children to write for a purpose. Children enjoy looking at books and participating in story times.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have some understanding of number and some are able to count reliably. Staff provide sufficient opportunities for children to explore simple calculation. Children recognise numbers and shapes and are beginning to use some simple mathematical language. Further opportunities could be offered to extend children's understanding of number for more able children.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children enjoy looking after living things and are developing a keen interest in the environment around them. Children have the opportunity to explore and record their findings. A wide selection of resources in every day use, help children to learn about diversity. Children use the computer and are learning basic skills, however opportunities to explore everyday technology could be improved.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around with confidence, showing a good awareness of space and others. They are able to use bicycles skilfully and are confident using large equipment. Children are learning to handle simple tools such as pencils and scissors with increasing control. They are developing fine motor skills through a wide range of play experiences such as 'small world' and construction toys. Children learn about health and hygiene in everyday and planned topic work.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children use their imagination in role play and staff support children's ideas enabling them to act out a variety of scenarios. There are regular opportunities to be involved in craft activities. Children enjoy singing and reciting simple songs and rhymes. They are able to explore a good range of musical instruments, rhythm and sound.

**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**

- further develop planning, assessment and evaluation to support all children and extend those that are more able;
- include further planned activities for children to explore everyday technology;
- ensure that further opportunities are offered for children to use writing for a purpose.

*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.*