



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 134440

DfES Number: 516593

INSPECTION DETAILS

Inspection Date 09/02/2005
Inspector Name Jill Milton

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Long Hanborough Nursery School
Setting Address Playing Field Pavilion
Roosevelt Road
Long Hanborough, Witney
Oxfordshire
OX29 8JG

REGISTERED PROVIDER DETAILS

Name The Committee of Longhanborough Nursery 304309

ORGANISATION DETAILS

Name Longhanborough Nursery
Address Abelwood Road
Long Hanborough
Witney
Oxfordshire
OX29 8DD

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

Long Hanborough Nursery School is a voluntary group, managed by a committee of parents and carers. It has been established for 40 years and the intake of children comes from the village and the nearby rural communities.

The group is located in the Pavilion on the edge of the village playing fields. The children have the use of a large hall, craft area and toilet facilities. There is a small outdoor play area and use is also made of the adjacent playground and wooded areas.

The group offers sessional care for children between the ages of 2 and 5 years and there are currently 29 children on roll. Of these, 12 are in receipt of nursery education funding. The group opens during school term times, every weekday morning from 09.00 to 11.45. There is an additional session for the four-year-olds on Wednesday from 12.00 to 14.30. Children attend for a variety of sessions.

Three members of staff work with the children, two of whom are suitably qualified.

How good is the Day Care?

Long Hanborough Nursery School provides satisfactory care for children. The group is led on a day-to-day basis by staff with appropriate qualifications and experience. Adults who work with the children undergo the necessary checks and they attend short training courses to update their skills. Staff do not organise the documentation very efficiently and some of the required paperwork is not in place. The children have sufficient adult attention and the daily routine works well. The accommodation is spacious and offers children many opportunities to engage in a wide range of activities. Staff make the environment colourful and welcoming. Equipment is safe, clean and appropriate for the age range of children attending the group.

Staff take steps to maintain the safety of the setting and they monitor the safe arrival and departure of the children. They are aware of children's needs if they are unwell and they provide guidance to parents. Staff keep most areas of the setting clean,

though routine hand-washing procedures are inadequate. Staff have a satisfactory understanding of how to address child protection issues. The children enjoy nutritious snacks and regular drinks.

Children are enthusiastic about the range of daily activities and the staff show an interest in their play. Staff ensure that the children have plenty of choice during each day and they take into account all areas of development. Staff welcome all children to the setting and they attend training to have a better understanding of how to support children with special needs. Staff manage children's behaviour well and help them to learn the skills they need to be part of a group.

Staff develop a satisfactory partnership with parents and carers. Staff are welcoming to families and encourage their involvement through the helper's rota and committee. Parents express their satisfaction at the care their children receive and staff reassure them about how their child is settling in to the group.

What has improved since the last inspection?

Staff were asked to ensure that the premises be made secure to prevent children leaving unsupervised. They now lock the main entrance door once children arrive, leaving the keys within reach of the adults. This provides better safety for the children.

Staff were also required to write, and display for parents, a complaints procedure. They have partially attended to this issue. A complaints procedure is in place, though it does not contain appropriate details for parents to contact Ofsted and on the days of the inspection, the information was not on display.

What is being done well?

- Staff make good use of the spacious accommodation to provide children with opportunities for play. Children have plenty of choice, with opportunities to engage in active, physical play or to spend time at rest in the book corner.
- Staff have been successful in introducing a healthy eating policy. They share information with parents and the children bring fresh fruit and vegetables for their morning snack. The children also have their own water bottles to enable them to quench their thirst with fresh drinking water.
- Staff have a good working knowledge of the children and the families attending the setting. This enables the staff to build up good relationships with the children and to meet their care needs well. Staff are welcoming to all the families and put into practice their equal opportunities policy.

What needs to be improved?

- documentation so that it includes, in writing, the procedure to follow if a child is not collected

- the hygiene practices for washing children's hands
- the information from parents to request permission to obtain emergency medical treatment
- the information in the complaints procedure so that it includes Ofsted contact details.

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

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
2	Ensure the procedure for uncollected children is put into writing.
7	Ensure good hygiene practices are in place regarding hand washing.
7	Request written permission from parents for seeking emergency medical advice or treatment.
12	Include the appropriate contact details for Ofsted in the complaints procedure for parents.

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

How effective is the nursery education?

Long Hanborough Nursery School provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make generally good progress in communication, language and literacy but there are some significant weaknesses in the area of mathematics. Children make very good progress in the other four areas of learning.

The quality of teaching is generally good. Staff have a basic understanding of the Foundation Stage and they provide the children with a good range of daily activities. The plans cover all six areas of learning adequately, though they are not clearly linked to the stepping stones towards the early learning goals. Staff develop friendly relationships with the children and take part in lively conversations with them. They engage in the children's play and respond to their interests, though they miss chances to encourage early reading and writing in role-play areas. They manage children's behaviour well and offer consistent guidelines. Although the staff know the individual children quite well they do not regularly assess their development or track their involvement in activities to be sure they are all progressing. Some activities with lots of potential for learning can remain unused, especially in the area of mathematics.

Leadership and management are generally good. The staff work effectively as a team and support each other in their work. The daily routine works well, though staff do not evaluate the activities so that they can use the information to aid future planning.

The partnership with parents and carers is generally good. Staff share informal conversations with parents on a regular basis and parents have a chance to share in their children's learning when they stay to help. Parents receive information about the policies of the setting and the termly topics, but very little else about the education curriculum.

What is being done well?

- Staff manage children's behaviour appropriately. They offer consistent guidelines and challenge the children when their actions are not desirable. This helps the children to develop the social skills they need to be part of a group and to understand the difference between right and wrong.
- The children are learning about different cultures and customs from around the world. During celebrations of Chinese New Year, they taste foods, make a dragon mask and look at puppets and books. Resources within the setting present the children with positive images of different backgrounds and beliefs.
- The children have many opportunities to develop their imagination and

creative ideas in play. They freely select resources like dressing-up clothes, bags, shoes and hats to make up their own stories.

- Staff make good use of the spacious accommodation to provide resources for physical play indoors every day. The children use the equipment frequently and are developing confidence and control in their own abilities.

What needs to be improved?

- the daily emphasis placed on promoting children's mathematical development
- the planning of activities so that staff are clear of the learning outcome and they evaluate how effective the activity has been
- the assessment of children's development
- the information for parents about the Foundation Stage curriculum
- the areas used for role-play to promote children's reading and writing in play situations.

What has improved since the last inspection?

There has been generally good progress since the last inspection. Staff are now using a method to assess the children's development that covers all six areas of learning. However, they do not complete the records very often and do not use the information to plan the next steps in learning. This remains a key issue for further attention.

There have been improvements in the children's learning within the area of knowledge and understanding of the world. The children now have daily access to a computer and a suitable range of software. They also have opportunities to record their ideas in paint, for example with pictures of pandas during topic work about bears.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are learning to sit quietly in a group and listen to each other. They share sociable times together when they sit in small groups to eat and drink. The children have plenty of choice in activities and they make decisions about what to play for themselves. They collect their own belongings from a named tray, developing their independence. Children behave well overall and they are learning the difference between right and wrong. They have lively, friendly relationships with the staff.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children pay attention when listening to stories and they know that an author 'writes the words'. They enjoy using unusual words like 'oozy' and 'squishy' when they are part of the story. Children engage in conversations frequently with their friends and with the adults. Older children are learning the shapes and sounds of the letters in their name. Children often make up stories in the shop or home corner, but do not use early reading or writing in these areas during their play.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are making some progress with basic counting as they count everyone present. Some children use computer games to match numbers or play boxed games to help them name and match shapes. Occasionally children sort similar objects, for example collecting together the pigs on the farm set. Overall though the children do not take part in sufficient activities to help them count, recognise and compare numbers with confidence and understanding.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children like to talk about events in their own lives and they share special objects at 'show and tell time'. They describe the weather and show their awareness of transport when they play with a new train track. The group make trips into the adjacent woodland to increase their awareness of natural surroundings. They celebrate many special events during the year, including those from cultures different to their own. Children demonstrate their growing confidence with technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children take part in good, daily opportunities to use their physical skills. They can climb, balance and travel up and through equipment with confidence and ease. They use the new outdoor play area to steer pushchairs carefully around a small space. They recognise the need to put their coats on in cold weather. Children handle a good range of construction and manipulative toys and they are developing control and dexterity. They are confident at using tools when they roll and cut dough.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children often use paint and collage materials to explore colour and texture. They like to express their own ideas and tell the staff how they would like things to look, for example when making a dragon mask. Sometimes they decide to use paint in their own way and try hand printing. Children experience using instruments and they listen well to a sound tape, quickly identifying familiar sounds. They use imaginary play with their friends and develop story lines together.

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

- provide the children with more daily opportunities to count, recognise and compare numbers
- extend planning so that some focused activities have a clear learning outcome and that staff evaluate their effectiveness
- make more regular assessments of the children's development and use the information to plan the next steps in learning
- provide parents with information about the Foundation Stage curriculum
- improve the areas used for role-play to promote children's reading and writing in play.

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.