



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 122488

DfES Number: 520950

INSPECTION DETAILS

Inspection Date 22/03/2004
Inspector Name Carol Newman

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Oatlands Pre-School
Setting Address St. Marys Road
Weybridge
Surrey
KT13 9PT

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name Oatlands Pre-School Committee
Address St. Marys Road
Weybridge
Surrey
KT13 9PT

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

Oatlands Pre-School has been established since 1970. It is registered to look after a maximum of 36 children aged from two years to five years. The pre-school operates in a large village hall in Oatlands and serves Oatlands village and the surrounding areas. Children have access to two large rooms and a fully enclosed outdoor play area.

Opening times are five mornings per week from 09.15 until 12.00, term time only.

There are currently 43 children on roll. This includes 18 funded three year olds and 12 funded four year olds. The setting has procedures in place for caring for children with special educational needs and for those who speak English as an additional language.

Eight members of staff work with the children on various days, of which six have a recognised early years qualification. One member of staff is on a training programme. Three members of staff hold a current first aid certificate. The setting receives support from a mentor/advisor from the Early Years Childcare Service.

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

How effective is the nursery education?

Oatlands Pre-school offers high quality provision, which helps children to make very good progress towards the early learning goals in all six areas of learning.

Teaching is very good in all areas of learning. Staff consistently use open ended questions to support children's play and develop their language and thinking skills. They take time to give clear explanations to the children. Children have access to a range of well planned activities and excellent resources that are used effectively. Staff respect the children's ideas, value their work and display it attractively. They use their experience and knowledge to extend activities for more able children. Staff make regular observations of children's skills to inform their progress through the stepping stones. Effective procedures are in place to support children with special needs and those who speak English as an additional language. Staff ensure children are gainfully employed which has a positive effect on their behaviour.

Leadership and management are very good. Staff are well supported by the effective managers and the parent committee. They work together for the benefit of the children and the maintenance of the high quality educational provision. Staff are encouraged to identify their own training needs.

The partnership with parents and carers is very good and contributes to children's progress. Parents are well informed about the foundation stage and the children's activities through the parent notice boards, daily information board and regular newsletters. Parents find out about their children's progress through key worker meetings and informal feedback each day.

What is being done well?

- Children have access to a stimulating, well planned environment that encourages progress in all six areas of learning.
- Children move confidently indoors and outdoors. They use a range of small and large equipment with increasing control.
- Children enjoy books and treat them with respect. They use them for pleasure and to locate information to support a variety of activities.
- Staff have a very good knowledge and understanding of the foundation stage curriculum and how young children learn. They respond to children's interests and make excellent use of spontaneous learning opportunities.
- Staff are well supported by a strong management team. They work together for the benefit of the children and the maintenance of the excellent educational provision.

What needs to be improved?

- development of the planning and monitoring of regular activities to ensure the provision for all stepping stones is recorded
- development of the recording of children's individual progress towards the early learning goals in order to inform planning
- access to writing resources in all role-play situations.

What has improved since the last inspection?

Since the last inspection, labelling of familiar objects in the learning environment has been increased.

Greater opportunities are provided for children to talk about and record their observations and to discuss the fortnightly themes.

A skills overview assessment sheet to inform staff about children's strengths and weaknesses has been devised and parents are regularly invited to access their children's records.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's confidence and self esteem are developed by staff who are sensitive to their needs and know them well. Children are encouraged to be independent and select resources for themselves. They choose between activities and take care of their own personal needs such as washing their hands and putting on their coats. Children behave very well and demonstrate good concentration skills. They take turns, share fairly and are polite and considerate to others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak clearly. They listen well to stories and use books for enjoyment and to locate information to support a range of activities. Children recognise their first names and are beginning to write these correctly. They use mark making for writing the show times on the puppet theatre, writing phone messages and sending letters to Father Christmas. They link sounds to letters and explore the formation of letters through activities such as spelling their names on the drying rack.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count reliably to ten and beyond. They recognise numbers when they match the beads on the abacus with the number cards. Children learn about the concepts of addition and subtraction when they sing songs such as "Three Little Monkeys". They recreate simple patterns when playing with the "Organicubes" and learn positional language when playing the lotto game. They order by length and use their understanding of mathematical ideas when they decide which of their friends is the tallest.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious when observing the frog spawn, planting their miniature gardens and blowing bubbles outdoors. They learn about bathing a baby for the "Ourselves" topic and investigate bugs in the bug box. Children operate the computer and make calls on the mobile phone using the earpiece. They learn about their own cultures and beliefs and those of others through visits from parents and the excellent resources provided in the multi-cultural corner and role-play situations.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move confidently, imaginatively and safely in the outdoor area as they kick balls into the net and chase bubbles. They respect personal space when they play "Five Little Speckled Frogs". They construct robots with recyclable materials, thread buttons, cut their fruit for snack time and paint indoors and outdoors. They manipulate play dough using a variety of tools. Children gain health and bodily awareness when playing outdoors and for their "Ourselves" topic.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children sing spontaneously and in planned activities. They link actions to songs and recognise rhythms. Children use one object to represent another for example, a block of wood to make a door and the "Organicubes" to make a bedroom. Children work creatively on large and small projects such as the scarecrow display and their individual gardens. They play imaginatively in the garden centre and when using the puppet theatre. Children paint freely and know that blue and yellow make green.

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:
- continue to develop the planning and monitoring of regular activities to ensure the provision for all stepping stones is recorded
- continue to develop the recording of children's individual progress towards the early learning goals in order to inform planning
- ensure writing resources are easily accessible in all role play situations.

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.