



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133715

DfES Number: 582275

INSPECTION DETAILS

Inspection Date 23/02/2004
Inspector Name Elizabeth Juon

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name East Hagbourne Pre-School
Setting Address Main Road
East Hagbourne
Didcot
Oxfordshire
OX11 9LR

REGISTERED PROVIDER DETAILS

Name The Committee of East Hagbourne Pre-School 294277

ORGANISATION DETAILS

Name East Hagbourne Pre-School
Address Main Road
East Hagbourne
Didcot
Oxfordshire
OX11 9LR

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

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

How effective is the nursery education?

East Hagbourne Pre-school is acceptable and of good quality. Children are making generally good progress towards the Early Learning Goals.

Teaching is generally good. Staff are familiar with the Foundation Stage curriculum and have a satisfactory knowledge of the stepping stones to the Early Learning Goals. The staff know the children well and provide activities that are suitable to help children learn. The observations and assessments do not inform planning to meet children's individual needs. There is a good range of equipment and resources to support children's learning. The staff plan a stimulating range of practical indoor and outdoor activities. Activities are well organised and managed. Children have an interest in books for pleasure. Children behave well due to consistent routines and the good role models provided by the staff. The setting is able to support children with special educational needs.

Leadership and management is generally good. There is a supportive staff team who work well together. The supervisors have relevant childcare qualifications and ongoing training for all staff, is encouraged. Further training in equal opportunities would be of benefit to plan activities to introduce children to the wider world. Deployment of staff is good. Responsibility for planning, teaching and assessing is shared by the staff and overseen by the supervisors. The supervisors are aware of strengths and weaknesses of the provision. They now need to evaluate the provision for nursery education to monitor the effectiveness of the early years curriculum in helping children progress. There is a supportive committee.

The partnership with parents is generally good. A good relationship with staff and parents is evident. Parents are welcomed into the nursery and encouraged to settle their child. A variety of systems are in place to share information with parents.

What is being done well?

- Staff make good use of the immediate surroundings to explore the local area and natural world through practical activities.
- The children are confident, interested and able to work independently. They are well behaved, sensitive to others, share toys and take turns.
- Relationships between staff and the children and their parents is good

What needs to be improved?

- the use of observation and assessment of children's progress to inform planning;
- the opportunity for children to do simple sums and count in everyday

activities, e.g. snack time;

- planning to include provision of activities to introduce children to the wider world and cultures and beliefs other than their own;
- the system to evaluate and monitor the provision and effectiveness of the early years curriculum.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection and addressed the two key issues from the inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

The children are interested in the activities on offer and motivated to learn. Children interact well with each other and adults. They are learning independent skills. They behave well and are helpful to each other. Children are introduced to other cultures but it is not clear in the planning, how children's awareness of diversity in society, is raised.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

The children enjoy stories and songs. The children show interest in books for fun. Books for information are not readily accessible. Children are confident speakers and can relate stories. Adults encourage conversation and introduce new vocabulary. Children's listening skill are good. There are missed opportunities for children to write spontaneously in everyday situations. Children recognise their name in written form and write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

The children can confidently count to 10 and beyond. They recognise shapes and use language to compare shape, size, position and quantity. Children do not have opportunity to do simple sums and count in everyday situations, for example, at snack time.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

The children have the opportunity to explore and investigate a variety of building materials, textures and items from the natural world. They are confident in their use of technology and have the opportunity to use a number of electronic resources. They talk about personal events in their life. Children are beginning to have an understanding of their own culture and beliefs but few opportunities to learn about cultures other than their own.

PHYSICAL DEVELOPMENT

Judgement: Very Good

The children use a variety of equipment to encourage physical development and self confidence. They use a range of tools confidently and skilfully. They negotiate space effectively and show an awareness of others. Children are confident and capable when undertaking routine tasks such as visiting the toilet; putting on coats.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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The children recognise colour and are developing an awareness of the use of colour. They have the opportunity to use a variety of materials of different textures. They self select from a range of art materials and junk modelling to create their own work. Children engage in role play and use their imagination and the available resources as props. They have few opportunities to participate in musical movement or use musical instruments.

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

- improve the use of observation and assessment of children's progress to inform planning;
- provide the opportunity for children to do simple sums and count in everyday activities;
- include in planning the provision of activities to introduce children to the wider world and cultures and beliefs other than their own;
- devise a system to evaluate and monitor the provision and effectiveness of the early years curriculum.

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.