



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 224157

DfES Number: 582948

INSPECTION DETAILS

Inspection Date	17/05/2004
Inspector Name	Kathryn Mary Harding

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Oswestry Methodist Church Nursery
Setting Address	Methodist Church Castle Street OSWESTRY Shropshire SY11 1JZ

REGISTERED PROVIDER DETAILS

Name	The Committee of Oswestry Methodist Pre-school 207463
------	---

ORGANISATION DETAILS

Name	Oswestry Methodist Pre-school
Address	Castle Street Oswestry Shropshire SY11 1JZ

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

Oswestry Methodist Pre-School opened in 1968. It operates from three rooms, a hall and outside area and is situated in a church building in Oswestry town centre. The setting serves the local area.

There are currently 58 children from 2 to 5 years on roll. This includes 22 funded 3-year-olds and 16 funded 4-year-olds. Children attend for a variety of sessions. The setting supports children who have special needs and children who speak English as an additional language.

The group opens five days a week during school term times. Sessions are from 09:15 until 15:00 every day, except on Tuesday when they are 09:15 until 12:00.

Nine staff work with the children. Over half the staff have early years qualifications. One staff member is currently working towards a recognised early years qualification. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership. The group use some of the High Scope principles.

How good is the Day Care?

Oswestry Methodist Pre-School provides good care for children. Staff work very well with each other and know their roles and responsibilities.

Staff have a good understanding of health and safety issues and conduct detailed risk assessments on the premises and the outdoor area. They are aware that the entrance door and stable door need to be made more secure. The fire exit in the nursery room also needs to be made more accessible.

Staff provide detailed plans of the activities to be provided and the intended learning outcomes for the children. Children are able to access a wealth of stimulating and varied activities during the day, which help children progress in all areas of learning. A very detailed and comprehensive operational plan is in place which highlights the

day to day running of the pre-school. Staff are aware that they need to obtain the counter signature of parents after children have received medication.

Partnership with parents is excellent. Staff work very closely with parents, undertaking home visits, having induction sessions and canvassing their opinions to ensure that individual children's requirements are met.

What has improved since the last inspection?

Not applicable, as there were no actions raised at the previous inspection.

What is being done well?

- Higher than required staffing ratios enable the children to have more individual support.
- Staff interact very well with the children and support them in their play and learning.
- At child-initiated times children make decisions about their play, so encouraging their independence and self confidence.
- Labelled resources at child level enable children to help themselves to toys and equipment, so encouraging their independence skills.
- Staff include and value all children and adapt activities and the environment to ensure all children can take part in activities.

An aspect of outstanding practice:

Partnership with parents is an excellent feature of the pre-school. Parents are encouraged to be involved in their child's learning and their opinions are sought to ensure the individual needs of the children are met. They are provided with a wealth of useful information about services, the curriculum and are invited into the setting to discuss their child's progress.

What needs to be improved?

- the stable door and entrance door need to be made more secure
- the fire exit in the nursery room needs to be more accessible
- parents need to countersign the medication records.

Outcome of the inspection

Good

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
6	Ensure that the entrance door and the stable door are made more secure.
6	Ensure that the fire door in the nursery room is made more accessible.
7	Ensure that parents counter sign the medication records after medication has been administered.

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

How effective is the nursery education?

Oswestry Methodist Pre-School provides very good nursery education, with the children making very good progress towards the early learning goals. Staff have a very secure knowledge of the Foundation Stage curriculum and the early learning goals and children are very well taught.

Staff extend children's learning by encouraging the children to think and by effective use of questioning. The children are at the very centre of their own play with staff supporting this process. Staff offer a stimulating environment, where children enjoy learning through a wide range of interesting activities. However, as points for consideration firstly the plan, do, review session for nursery children could be improved, ensuring that the four-year-olds know what activities are available and listen to each other at review time. As a second point, in the playgroup room the book area could be made more attractive to the younger children.

Staff work very well to include all children and draw up detailed plans. Individual education plans are drawn up for children with special educational needs. Support is also given to children with English as an additional language. Children's progression is ensured through observations and assessments which inform future plans.

The leadership and management of the setting is very good and staff work well together as a team, communicating effectively and knowing their roles and responsibilities. All staff receive an annual appraisal and regular informal supervision. Changes to practice are constantly being considered and the staff team are always open to improvement.

Partnership with parents is very good. Staff work very hard to ensure that parents are kept well informed about their child's progress. Parents can add comments to their child's profile and can attend a consultation meeting with their child's key worker. Good quality information is provided to parents about the pre-school life. Parents are invited to social events and outings.

What is being done well?

- Children's personal, social and emotional development is very good. Children are at the very centre of their own play. They engage in many interesting activities for sustained periods of time, with staff giving them time to explore and develop their own ideas and interests.
- Children have lots of opportunities to talk in large and small groups. Less confident children are gently encouraged to do so.
- Children's mathematical development is very good. They have many opportunities to use number and explore simple mathematical concepts in a practical way.

- Knowledge and understanding of the world is very good, with children having many opportunities to explore, investigate and build for a purpose.
- Physical development and creative development are very good. Children have lots of opportunities to develop large movement skills and fine control skills. They explore colour and texture and play imaginatively in all areas of the pre-school.
- Partnership with parents is excellent. Staff work very hard to ensure that parents are kept well informed about their child's progress and the next stage of development and involve them in the life of the setting.

What needs to be improved?

- Points for consideration:
- opportunities for children, in the playgroup room, to access a more attractive book area
- opportunities for nursery children to plan, do, review more effectively, so ensuring that children know what activities are available and are encouraged to listen to other children at review time.

What has improved since the last inspection?

Very good progress has been made since the last inspection.

The pre-school had to make the identification of progression easier, by noting the children's date of birth on their records. Staff now put this information on record books.

The pre-school had to provide more information for parents about the educational provision. The pre-school now provide a wealth of information relating to the Foundation Stage curriculum, the High Scope approach, planning and child-led activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are eager and interested to get involved in activities and have a positive approach to learning. They are keen to try new experiences and are interested and confident in their play. Staff manage children's behaviour in a calm and effective manner. They continually praise and encourage them, so raising their confidence and self esteem. Children freely choose activities and engage in many interesting activities for sustained periods of time. They look at different cultures and festivals.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have plenty of opportunities to speak in small and large groups, with less confident children being gently encouraged by staff. They engage in conversations, encouraged by staff's consistent interest and involvement in their play. Three and four-year-olds have lots of opportunities to recognise their names, with some children recognising other children's names. Some children are starting to form recognisable letters and they can freely access a wide range of mark-making materials.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff provide a wide range of both planned and spontaneous activities to extend the children's learning in number recognition, shape and counting. Children begin to understand in a practical way the concepts of simple number problems during the routines of the sessions. There are opportunities for children to recognise and talk about shapes. Mathematical language is used in play situations and adults extend this. A good range of mathematical equipment is available.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have lots of opportunities to explore and investigate made and natural objects. They access a computer and educational programmes to support their learning. A wide range of materials are used to construct for a purpose, with children developing their own design ideas. Children discuss their families, past, present and future events during the sessions. Visits within their local community are undertaken to consolidate children's learning. Children have opportunities to look at festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently in a variety of ways around the indoor and outdoor area with an awareness of space and others. They use a wide range of large and small equipment on a daily basis, which helps them to effectively develop their fine control skills and large scale movement skills. They are developing a good awareness of a healthy lifestyle.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Adults allow children the freedom to develop their own ideas and make their own creations. Children have lots of opportunities to explore and talk about colour, shape and texture. They experiment with the musical instruments and talk about sound. They confidently sing familiar songs and learn about rhythm as they play their instruments in time to the song. Children use their senses well during the sessions and play imaginatively both indoors and outdoors.</p>	

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 key issues, but consideration should be given to improve the following as points for improvement:
- Improve the plan, do, review session in the nursery room, so children know what activities are available and are encouraged to listen to each other at review time.
- Improve the book area in the playgroup room, to make it more attractive for children to access.

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.