



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133395

DfES Number: 518729

INSPECTION DETAILS

Inspection Date	03/11/2004
Inspector Name	Claire Elizabeth Johnson

SETTING DETAILS

Day Care Type	Sessional Day Care, Full Day Care
Setting Name	Appleton Village Pre-School
Setting Address	Appleton Village Hall Oaksmere, Appleton Abingdon Oxfordshire OX13 5JS

REGISTERED PROVIDER DETAILS

Name	The Committee of The Management Committee 1045488
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ORGANISATION DETAILS

Name	The Management Committee
Address	Appleton Village Pre-School Appleton Village Hall Oaksmere, Appleton, Abingdon Oxon OX13 5JS

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

Appleton Village Pre-School opened in 1968. It operates from two rooms in Appleton village hall. The Pre-School serves the local area.

There are currently 26 children from 2 years 9 months to 5 years on roll. This includes 14 funded 3 year olds and 12 funded 4 year olds. Children attend for a variety of sessions.

The group opens 4 days a week during school term times. Sessions are from 09:30-12.00 on a Monday and Thursday and from 09:00-15:00 on a Tuesday and Wednesday or children may attend a morning or afternoon session on these days from 09:00-11:30 or 12:30-15:00.

Six part time staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. One member of staff 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 (EYDCP).

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

How effective is the nursery education?

Appleton pre-school provides good quality nursery education overall which enables children to make generally good progress toward the early learning goals. In knowledge and understanding of the world, physical and creative development children are making very good progress. In all other areas, children are making generally good progress.

The quality of teaching is generally good. Staff provide an environment where children are motivated to learn. The staff creatively resource activities to develop children's learning they are interested and have fun. Staff plan together and all staff are clear about any learning outcomes from activities. Staff work confidently with children at adult led activities, they interact well to promote the learning focus. Children are generally well behaved, however, staff do not always effectively deploy to minimise any inappropriate behaviour. Children are confident, as speakers but the development of their listening skills are limited.

Leadership and management are generally good. The committee and management are clear about their roles and responsibilities in providing nursery education. They are committed to improving quality through staff appraisals and the promotion of training. Staff meet weekly to evaluate the provision. Children's assessments and evaluations inform future planning, however, evaluation of the action plan relating to improving group management is not wholly effective.

The partnership with parents and carers is very good. Staff keep parents' informed about daily activities and what their children are learning. Letters sent out are informative of ways parents can extend the learning environment to their homes. Parents discuss their children's progress and development with staff through planned opportunities to share records at formalised meetings.

What is being done well?

- Staff provide children with fun activities to develop the children's physical skills, which promotes learning in other areas. Children practice their ball skills when throwing beanbags through holes cut in an oversized wooden bear. They also learn to take turns as they share their game and compare their scores.
- Children meet numerous challenges as they go through the daily routine of running a florist shop. Children explore early reading challenges as they send out greeting cards and develop co-ordination skills as they wrap large bunches of flowers. They share ideas and develop the theme as they create floral displays for all occasions.
- Parents are well informed about what their children are learning. Newsletters

at the start of each topic details activities the children will be involved in and the learning that is taking place. Further information about the children's learning is available on the notice board and is updated daily. Parents involve themselves on a parent rota and share children's records in a formal meeting twice a year.

What needs to be improved?

- the management of small group sessions where children are developing their skills as listeners
- the deployment of staff to minimise the disruptions created by any children behaving inappropriately
- the challenges available for three year olds to develop calculation skills.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. In addressing the issue of developing the knowledge and skills of less experienced staff, staff are now more confident when delivering the foundation stage curriculum. Newer staff members have attended training and all staff meet together weekly to discuss planning and ensure everyone is clear about learning outcomes from activities. Less experienced staff interact well with children and are comfortable in promoting learning.

The second issue to review the length of time children spend in large group sessions to make them appropriate for three year olds is not wholly effective. Staff have increased their knowledge through training relating to expectations of three year olds and children now sit at group sessions for shorter periods. Flexibility is available for children to leave the groups. Most sessions are in small groups with only registration being as a whole group. All small group discussion sessions are at the same time and the environment is noisy. Children are unable to hear what others are saying and do not fully engage in the activity. Further evaluation and review of group management is necessary.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident in their environment and select freely from the varied range of activities available each day. They are confident speakers and express themselves freely. Staff provide activities, which encourage children to share and take turns, however, however behaviour management is not consistent. Staff develop children's sense of community actively involving them in village life.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have many opportunities to make marks both inside and out. Staff attractively display books and children handle them confidently turning the pages and reading using the picture clues. The home corner encourages early reading challenges and non-fiction books are on display for reference. Small groups for show and tell are ineffective in developing children's listening skills and encouraging children to respect the speaker.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count up to 10 and beyond as part of their daily routine. Staff provide a good range of resources for children to explore maths independently, with extra learning opportunities outside. Children weigh and measure using a range of resources and learn positional language when singing songs. Four year olds partake in exciting challenges for calculation; however, similar challenges for three year olds are limited. Children name the basic shapes and activities develop their knowledge.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children are naturally curious and investigate in their play with bubbles. They explore the effects of wind strengths to produce bubbles and use maths to test their results. Children using construction manipulate pieces well; they share their design ideas when creating a tower. Children share knowledge to resolve design problems when the tower starts to fall. Children confidently use a range of technology including digital cameras.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Staff provide a good range of equipment to promote children's physical development. Outside children develop balancing skills as they confidently cross stepping stones and walk around on stilts. Inside apparatus provides further opportunities for children to travel under, over and through which improves their control when travelling. Activities to develop children's co-ordination and ball skills are exciting and fun.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>Staff value children's creative achievements. Daily opportunities provide children with the opportunity to express themselves creatively. In adult led activities staff teach children new skills whilst still providing children with choices in their designs. Children explore using a range of tools and materials to create rockets. The florist shop in the home corner provides children with many exciting challenges and opportunities to explore real life situations.</p>	

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

- review the management of group sessions to promote and develop children's listening skills
- review staff deployment and behaviour management strategies to minimise disruptions caused by any inappropriate behaviour.

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.