



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 122725

DfES Number: 582376

### INSPECTION DETAILS

Inspection Date	22/02/2005
Inspector Name	Gillian Cubitt

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Oxted Pre-School
Setting Address	United Reformed Church Hall Bluehouse Lane Oxted Surrey RH8 0AA

### REGISTERED PROVIDER DETAILS

Name	The Committee of Oxted Pre-School
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### ORGANISATION DETAILS

Name	Oxted Pre-School
Address	United Reformed Church Hall Bluehouse Lane Oxted Surrey RH8 0AA

## 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

Oxted Pre-school is a community-based pre-school and was established in 1974. It operates from the United Reformed Church hall which is located in Oxted, Surrey. There are two areas for children and they have easy access to toilet facilities in the corridor plus disabled toilet facilities. The group is open every weekday morning during term time from 09.15 to 12.15.

At present there are 29 children on the register of whom 18 are funded 3 and 4 year olds. There is provision for children who do not speak English as their first language. The group also supports children with special educational needs.

The group employs seven members of staff, a minimum of four being on duty during each session. Staff are currently working towards or have childcare qualifications. The pre-school receives support from a Pre-school Learning Alliance fieldworker and a teacher from the Early Years Partnership.

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

### How effective is the nursery education?

Oxted Pre-School offers good quality nursery education where children make very good progress in physical development, communication, language and literacy and generally good progress in all other areas of learning.

The quality of teaching is generally good. Staff cover all learning areas using their experience of child development and how children progress. All staff are involved in planning with one member taking the lead in preparation. Staff plan and present activities well, asking children questions to make them think. Worthwhile observations are made on children's achievements that clearly show their progress. Staff know children very well and are able to anticipate children's next steps of learning, however these are not written down. The organisation of the sessions is a particular strength, giving children plenty of opportunities to access many resources and freedom of play between two rooms, although children are not always made aware of their responsibility for putting toys away and dressing themselves at home time. Staff however build good relationships with children and they are motivated and behave well. There are systems in place to support children with special educational needs. Staff do not always make the most of learning opportunities from visitors to the group.

The leadership and management are generally good. The management committee fully support staff in their roles. There are two supervisors who work very much as team members. They organise planning meetings and support new staff during their trial period. Supervisors observe staff's effectiveness as educators although there is not a formal system of appraisal.

The partnership with parents is very good. Parents are informed about topics and activities the children are involved in and are provided with information about the areas of learning through topic work and newsletters. There is a relaxed informal communication between parents and staff.

### What is being done well?

- Parents, committee and staff work well together to promote children's education. Staff constantly keep parents informed of activities and involve them in outings. Staff welcome ideas and comments from parents.
- Children have freedom to learn at their own pace through play. The free-flowing style of the daily organisation enables children to move between two rooms to access activities of their choice.
- Children's self confidence and concentration skills are well nurtured. They decide when they stop for their own refreshment and how long they spend on any one activity.

- Children's communication skills are developing well. They make the most of the role play areas to act out real life scenarios, they also enjoy books and are eager participants during story times.
- Children enjoy the final part of each day where they have group activities which develop their physical skills. They are able to run, throw and catch balls, they dance and skip to music and have fun looking for different shapes on the floor.

#### **What needs to be improved?**

- staff's understanding of the stepping stones, so that they can all take a more active part in planning, especially with the preparation of focussed activities and linking the outcomes to future planning to meet children's individual needs
- opportunities that encourage independence, including encouraging older children to take more responsibility for dressing themselves and helping staff and younger children
- procedures that help children learn from visitors to the group
- systems of appraising and monitoring staff's effectiveness, so that is more formal.

#### **What has improved since the last inspection?**

The pre-school has made generally good progress since the last inspection. At the time there were five key issues to address. Staff were asked to provide more opportunities for children to handle a range of multi-cultural resources. Staff have addressed this by purchasing more multi-racial dolls, dressing up clothes, puzzles, books and small world toys.

Staff were also asked to use effective strategies to encourage children to listen during group activities. Staff have tried many methods and the current procedures are for children to have group activities at the end of the morning in one room whilst the other room is being cleared for group physical play. Staff group children according to age, however this means that there are two groups working on different topics situated close to each other which does not always work effectively. Staff however are constantly reappraising this to improve upon current systems.

There was also a key issue to develop staff's awareness of the need to use mathematical language during children's play. Staff now include this as part of their planning and include mathematical language in most aspects of play activities, although opportunities to calculate in everyday activities are not fully developed.

The fourth key issue was to provide opportunities to develop children's balancing skills. There are now balancing beams, logs, bowls and stumps which children use frequently.

The final key issue was to ensure parents are kept informed of children's progress and their observations of children's learning at home are used effectively. Staff talk with parents on a regular basis and staff are always available for general or private talks about children's progress. Staff hold open days and have plans in place to hold more formal consultations.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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There are good relationships between staff and children. Children are developing their independence and see to their personal needs when going to the toilet. However, they do not dress themselves and older children are not given specific responsibilities. Children are confident when choosing their activities and their concentration skills are developing well. They are self-assured when asking staff for assistance. Staff are good role models and children respond and behave well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are becoming confident speakers and learn new words that staff have introduced. Children initiate conversation and chat openly about themselves, their friends and family. Children enjoy books and the inviting book areas encourage children to sit and relax and share books with their friends. Children learn a letter each week and most recognise the print of their first name. Children eagerly participate during enjoy story times.

### MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count confidently and some can recognise the written numbers. They sing number songs and learn how to take numbers away using their fingers and other props. Children learn about shapes in activities and topic work and can identify some shapes in their free play. Some children are beginning to understand the concept of simple calculation, but this is not reinforced during everyday activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children investigate textures by feeling different materials. They have access to various tools to help them build and design. Children use magnifying glasses and enjoy looking at small objects. They enjoy celebrating various cultural festivals. They make the most of interesting walks within the local community and looking at where they live. Information and technology is in the form of toy computers, however not all children know how to use these to support their learning.

### PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children confidently move in a variety of ways. They are capable when climbing and balancing. They respond enthusiastically to music and are able to march, skip and stop quickly as the music is turned off. Children's manual dexterity is promoted through the use of scissors, paintbrushes and small construction toys. They are confident in ball games, catching and foot control. Children see to their own needs for refreshment and have healthy foods provided during snack times.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children express themselves well through a range of mediums such as paints, sand and water. They paint and draw each day. Children have good resources to aid their imaginative play, they develop their own ideas and express their feelings through role play. Children enjoy singing and dance and skip around the room to taped music. Opportunities to use their senses in cookery is not fully developed.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## **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**

- develop staff's understanding of the stepping stones, so that they can all take a more active part in planning, especially with the preparation of focussed activities and ensuring the evaluations are used to inform future planning to meet children's individual needs
- provide opportunities that encourage children's independence, including encouraging older children to take more responsibility for helping staff and younger children
- develop procedures and systems that help children learn from visitors to the group.

*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.*