



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 136045

DfES Number: 517191

### INSPECTION DETAILS

Inspection Date 08/03/2005  
Inspector Name Mo Roberts

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Olveston Pre-School  
Setting Address Court Farm  
Upper Tockington Road,  
Tockington  
South Gloucestershire  
BS32 4LQ

### REGISTERED PROVIDER DETAILS

Name The Committee of Olveston Pre School

### ORGANISATION DETAILS

Name Olveston Pre School  
Address Olveston Parish Hall  
Upper Tockington Road,  
Tockington  
South Glos  
BS32 4LQ

## 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

Olveston Pre-school opened in 1961. It operates from the main hall and side room of a parish hall in the village of Olveston, South Gloucestershire. The pre-school serves the local area and offers sessional day care for up to 30 children between the ages of 3 and 5 years. There are currently 39 on roll of whom 13 are funded four-year-olds and 23 are funded funded three-year-olds.

The Pre-school opens on five mornings a week from 09:15 to 12:00 during term time, and may offer afternoon sessions if there is sufficient demand. Children attend for a variety of sessions. Staff have experience of working with children who have special needs.

Four permanent staff work with the children. All such staff have currently recognised early years qualifications, most to level 3 NVQ. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

The Pre-school is a registered charity and parents are elected to the committee.

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

### How effective is the nursery education?

Olveston Pre-school provides high quality nursery education. Children make very good progress in all areas of learning. Their personal, social and emotional development is especially well promoted.

Teaching is very good. Staff use their strong understanding of the Foundation Stage, and the stepping stones, to plan a good range of interesting activities. The timetable is well considered and certain subjects, such as music, are rotated within the week to ensure as many children as possible get a chance to enjoy them. Staff form warm relationships with the children and clearly guide them in what is right and wrong. They all have a consistent approach to praising good behaviour and to dealing with minor incidents. They talk to children effectively and extend their vocabulary and thinking as well as building their confidence to participate in new things. Staff deployment is good and children have a chance to do some work in small groups. Assessments are detailed and staff build on what children already know. However, they do not always record clearly the specific learning intended for the various groups, so evaluating the effect of the teaching is not easy.

The leadership and management are very good. The play leader heads a dedicated team who work hard to ensure they offer a wide range of opportunities for the children. They pride themselves on reflecting on what children achieve and what they need to do next. They are well supported by the committee who ensure all appraisals are done and any training needs identified and sponsored. The group know what their strengths and weaknesses are and regularly invite a teacher to help them monitor the provision.

The partnership with parents is very good. They get good information about the organisation and content of the sessions. Parents act as 'helpers' and they can observe first hand their child's progress, and see their child's records. They support learning by sending in items related to the themes.

### What is being done well?

- Children's personal and social skills are very well developed by the clear guidance given to them by staff on how to play together and how to solve any little problems that arise. Potential behaviour problems are pre-empted, so consequently children play and learn happily together.
- Language and vocabulary are well extended so children are able to describe what they are doing and thinking.
- Children enjoy plenty of robust physical activity and are developing their large and small muscle skills well in the garden and inside on rainy days.
- The group enjoys strong leadership and good staff team work. They are very well supported by an active parents' committee, this ensures the educational

goals are met as staff have encouragement and support to take training and to update their practice and ideas regularly.

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

- the childrens' access to information technology
- the detail in the written plans for the small focus groups, so it is clear what each child is expected to learn and if the learning is fully or partially achieved.

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

The setting has made very good progress. At the last inspection they were asked to increase the range of multicultural artefacts in the role play area to help support children's understanding. The staff have purchased many new items relating to various cultures such as woks, chopsticks and items of clothing from traditional African costumes. These are well used when for example, they sing songs about other places, or in their dressing up and role play related to topics such as the Chinese New year. Children have a firmer grasp of what other children use in their daily lives and have an increased empathy with those from various cultures.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are aware of the routine and come in and settle down quickly. They are enthusiastic about the activities and approach them with confidence. They form good relationships with each other and with the staff. They are well behaved and are learning to negotiate with others. Good manners and thoughtfulness for others are encouraged. Children are able to select their activities for a good amount of the session. They concentrate well and persevere to complete puzzles and cooperative games.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language is well developed and most are confident conversationalists. With help they use their language to reason things out for themselves. Their vocabularies are expanded by the topics studied, for example they are aware a flamingo is a type of bird. They have begun to learn the sounds letters make and can recognise the ones that start their names. They enjoy listening to stories and look at books on their own, turning pages appropriately. Pre writing and reading skills are good.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children respond to adults' use of number in the everyday activities. They take 'one' step back or count to 'three' before raising the parachute in their physical development sessions. They enjoy focused activities that encourage them to match, sort and count objects. There are opportunities to make patterns, such as when they play hop scotch using a one, two, one pattern as they hop. They have a good knowledge of mathematical language related to size and position and solve simple problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children develop an excellent knowledge of the wider world. They are keen to explore and investigate, especially in the garden. They have good opportunities to learn about their locality, by visits to the farm and bird sanctuary. Design skills develop well as they make items involving screwdrivers, nuts and bolts. The routines, and topics such as 'me as a baby' help them to learn about the passage of time. They use simple technology in their play. They learn appropriately about other cultures.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children take part in regular robust activity either indoors or outside. They use space well and avoid bumping into each other. Their skill development is well supported as they learn to aim at a mini basketball hoop and to balance on a small beam while carrying an egg on a spoon. They have access to a climbing frame and a large space to run. They can control their bodies well when hopping and crawl and slide with aplomb. They learn about the importance of healthy eating and exercise.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children explore various techniques, colours and textures as they create their art work. There are good opportunities to use their imaginations as they play with the farm and the castle. Music is well integrated into the programme and children listen to the different instruments. They can work together to get a rhythm when playing as a band. They sing with gusto and enjoyed imagining they were in an igloo in the physical development session. Their senses are well stimulated.

**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:
- the provision for information technology
- the written planning for the small focus groups, so it is easier to decide if the challenges for children are at the right level and if they have been achieved

*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.*