



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY293057

DfES Number: 522574

INSPECTION DETAILS

Inspection Date 03/03/2005
Inspector Name Jill Milton

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Kirtlington Pre-School
Setting Address Kirtlington C of E Primary School
Heyford Road, Kirtlington
Kidlington
Oxfordshire
OX5 3HL

REGISTERED PROVIDER DETAILS

Name The Committee of Kirtlington Pre School 1033673

ORGANISATION DETAILS

Name Kirtlington Pre School
Address The Village Hall
Kirtlington
Kidlington
Oxfordshire
OX5 3HS

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

Kirtlington Pre-School was first established in 1989 and is a voluntary group managed by a committee of parents and carers. The intake of children comes from the village of Kirtlington and the surrounding rural communities.

In 2004 the pre-school moved into premises at the Kirtlington Church of England Primary School and now operates as a Partnership Foundation Stage Unit within the school. The unit opens everyday, from 08.45 to 15.15; during school term times and children attend for a variety of sessions. A maximum of 30 children may attend at any one time. There are currently 40 children on roll and all of them are in receipt of nursery education funding. The unit supports a small number of children with special educational needs.

A qualified teacher, employed by the local education authority, manages the unit. The pre-school employs four members of staff, over half of whom have appropriate early years qualifications.

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

How effective is the nursery education?

Kirtlington Pre-School provides high quality nursery education overall which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff have a good working knowledge of the early learning goals and they use their understanding to produce clear and thorough plans which cover all six areas of learning. Staff are aware of their roles and responsibilities during the day and they work well together. They use assessment records to support the children's development and learning. Staff take into account that some children learn more quickly or slowly than their peers and they provide effective support to those children who have special educational needs. Staff prompt the children to think, with good use of open-ended questions. They provide clear guidance to children on how to behave appropriately towards each other in a group. Staff organise the daily routine well, enabling children to have times of free-play, interspersed with adult-led activities. The adults provide an interesting daily range of opportunities for the children, though children do not often decide for themselves which resources to use.

Leadership and management are very good. Pre-school staff work closely with the school staff and all are very positive about the formation of the new unit. The adults are working together to provide high quality nursery education. There are systems in place to evaluate the activities and to offer staff training to support their professional development.

The partnership with parents and carers is very good. Parents receive helpful information about the Foundation Stage and daily plans for the unit are always on view. Staff encourage parents to take part in their children's learning and they provide parent helpers with appropriate guidance. There is good daily communication between staff and parents, with many families expressing their satisfaction with the setting.

What is being done well?

- The staff plan the educational curriculum with care and detail. They take into account all areas of learning and extend planning to the outdoor play space. Staff use the information they collect about each child to differentiate the activities to match individual children's learning needs appropriately.
- All the adults associated with the unit have a common focus on providing good quality nursery education. They work effectively together and they have ideas for development, which have a positive impact on the children's learning.
- The children are able to progress well with their reading and writing. They take part in activities to develop their mark-making skills and enjoy using

writing in their imaginative play, for example, in the post-office area. The children are able to move on to form letter shapes and simple sentences when they are ready.

- The children often use their senses in their play. They squeeze, pat and roll wet clay and staff do not rush children at this type of activity but give them time to experience the materials. During music activities the children listen carefully, with their eyes closed, and repeat patterns of sounds they hear on a tambourine.
- Staff develop good relationships with the parents and carers by ensuring that information is always available about the daily activities and the curriculum overall. Parents can view their children's work and see the many examples of art activities, writing and drawing on display. The parent helper's rota provides families with a valuable opportunity to view the learning that takes place during the day as the children play.

What needs to be improved?

- the opportunities for children to self-select resources, ensuring equipment is clearly labelled with words and pictures.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children concentrate well at their chosen activities and they are eager to take part. They receive comfort and support from the adults. They play well together and often form small groups for co-operative play. Children respond to guidance on how to behave well and they are learning to share and show politeness. They manage daily tasks, like dressing for outdoor play, with growing independence though they do not have many opportunities to self-select resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are progressing well with all aspects of this area of learning. They listen well at group times and they share frequent conversations with adults and their peers during the day. The children know how to handle books and they participate with comments during shared story times. They have good opportunities to progress with their reading and writing at their own pace. Children are enjoying mark-making in their play and they are learning about the shapes and sounds of the letters.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are familiar with counting and recognising numerals. They are able to identify numerals on cards and with a little help, organise a number line. The children work out how many objects are left when one is taken away during singing time and many are confident at counting on numbers. They use problem solving as they select pieces of a construction game by size or shape and the rotation of resources ensures variety in the challenges. Children explore patterns in sound and art work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children investigate natural objects closely from a variety on display, using magnifying glasses to look at form and texture. They learn about their community with topics such as 'people who help us' and they visit local places, like the village church, during the year. The children are developing respect for different cultures, using resources, which provide them with positive images of others. They are confident in their use of technology and they learn about different ways to build.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making good progress with their manipulative skills and they use scissors and pencils with increasing control. They are developing an awareness of healthy eating and many of them eagerly try the fresh fruit and vegetables on offer each snack time. The children use a good variety of equipment in the outdoor area and they are confident at travelling over and through the climbing frame. Children show an awareness of space during indoor games, when they move around each other carefully.

CREATIVE DEVELOPMENT

Judgement: Very Good

The children explore colour and texture in many different ways. They respond using their senses to experiences like handling clay or playing with sand and water. They express their own ideas in paint, for example, what a midwife or lifeguard looks like. The children have time and the freedom to develop their ideas during play with their peers and this play extends to the outdoor area. They use their imagination, so that milk crates may become a road way or a picnic table as the play dictates.

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:

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- the opportunities for children to self-select resources, ensuring equipment is clearly labelled with words and pictures.

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.