



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133723

DfES Number: 133723

INSPECTION DETAILS

Inspection Date 12/11/2004
Inspector Name Jenny Scarlett

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Longworth Pre-School
Setting Address Longworth School
Longworth
Abingdon
Oxfordshire
OX13 5ER

REGISTERED PROVIDER DETAILS

Name The Committee of LONGWORTH PRE-SCHOOL

ORGANISATION DETAILS

Name LONGWORTH PRE-SCHOOL
Address LONGWORTH PRIMARY SCHOOL
LONGWORTH
ABINGDON
OXON
OX13 5BX

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

Longworth Pre-school opened in 1997. It operates from Longworth Village Hall 3 days a week and Longworth Primary School 2 days a week, both venues set in the village of Longworth a rural part of Oxfordshire. A maximum of 24 children may attend the Pre-school sessions in the village hall and a maximum of 16 children may attend the sessions held in the primary school. The pre-school opens each week day from 09:15 to 11:45 during school term times. A lunch club operates until 13:00 for those children attending the school sessions.

There are currently 32 children aged from 2 to 5 years on roll. Of these 16 children receive funding for nursery education. Children come from a wide geographical area.

The pre-school employs 4 members of staff. Two of the staff, including the supervisor hold appropriate early years qualifications. Two staff are working towards a qualification.

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

How effective is the nursery education?

Longworth Pre-school provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. Effective teaching helps the children make very good progress towards all of the areas of learning.

Teaching is very good with staff demonstrating sound knowledge of the stepping stones. Staff have high expectations of children's behaviour and have very good relationships with them. Staff use good consolidation techniques through repetition, questions and revisiting topics to enhance the children's learning. The accommodation and resources are well used to support the children's learning. Staff organise the indoor space and resources imaginatively to create an interesting and stimulating learning environment. The outdoor environment is used well to promote the children's physical skills and to develop their understanding of the natural world. Planning of the curriculum is effective and covers the early learning goals and the stepping stones. Staff have implemented new assessment systems although at present they do not consistently identify the next steps of learning. There are effective systems in place to provide good support for children with special needs.

Leadership and management is very good. The supervisor and management committee are all new since the previous inspection. The supervisor has been particularly effective in developing the staff team and shows commitment to training and staff development. The managing committee are still adjusting to their new roles. However, they have a shared purpose and collaborative approach to the children's care and education.

Partnership with parents is very good. Parents are well informed about the pre-school, its curriculum and activities, with good opportunities to speak to staff on a daily basis. There are good opportunities for parents to share what they know about their child and to be actively involved in their child's learning, play and interests.

What is being done well?

- Staff use very good strategies to promote good behaviour. They give children clear and consistent boundaries and help them to understand the impact of their behaviour on others. Their calm and consistent manner sets a very good example for children.
- Children's personal social and emotional development is very good. They are confident, interested and able to work on their own. They enjoy the activities and make rapid strides in their learning due to the staff demonstrating a good understanding of the individual needs and abilities of the children.
- Staff set challenges for children that increase their thinking and skills with practical, first hand, experiences to explore and investigate. Staff use good

consolidation techniques through repetition questions and revisiting topics and activities to enhance the children's learning.

- The accommodation and resources are used well to support the children's learning. Staff imaginatively arrange the rooms, displays of children's work and resources to encourage the children to be independent.
- Children benefit from good individual support and practical activities to develop their skills and knowledge in maths. As a result children develop very good skills, such as counting forwards and backwards, understanding the concepts of early subtraction as they compare "less than" . They learn about time as they initiate their own games such as "What's The Time Mr Wolf".
- The pre-school has developed very good links with the Longworth Primary School. The children visit the reception class regularly to listen to story time and join the school for lunch. As a result the children are better prepared for school with a smooth transition to the school environment.

What needs to be improved?

- development of children's independence skills in routine tasks such as snack time, with opportunities to help lay the tables and pour own drinks
- assessments, to consistently include what needs to be included in the next steps of learning

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good concentration skills and express their needs confidently. They are developing their independence skills and are confident to work independently in a variety of activities. However, they are not encouraged to be involved in the preparation of snack time. Children are sensitive to the needs of others, share toys and resources and co-operate with each other. Children are praised in their work and play helping build their self-esteem and confidence.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children confidently interact and talk with each other and adults. They readily invite and include staff in their play and activities. Children use language well to negotiate and express their ideas with each other and adults. Their spoken language and writing skills are developing well as a result of the good range of planned and spontaneous activities. There are very good opportunities for the children to develop their hand writing skills and to recognise and write their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently up to and beyond ten, and many recognise numbers up to nine when they play the "Wolf game". They learn to use numbers in everyday situations and show that they understand size and shape through practical activities. There are good opportunities to extend the children's understanding of matching and comparing, as they compare who is the tallest and shortest. They begin to solve problems such as drawing skeletons and counting the number of bones for the ribs and feet.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned activities aid children to notice changes such as the seasons and making silhouette patterns with their hands and glitter. They build and construct with large and small bricks and play dough to extend their skills. Children talk about personal events in their own lives and are becoming aware of other cultures and traditions through planned topics. They are able to use technological resources confidently and can select colour and shape for drawing patterns with glitter, sand and glue.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children experience varied opportunities to promote their physical skills. They are advanced and skilled in their physical skills through well planned and spontaneous activities. Children are able to control pencils, scissors and paintbrushes with a good range of activities to develop their manipulative skills. Children are confident in their independence skills and show a good awareness of basic hygiene when discussing what germs are and how to keep warm in the cold winter weather.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children respond to new experiences and explore a variety of media and materials such as "clean mud" and exploring with the slippery soap in the water tray. Children express their ideas freely through a good range of activities including role play. They join in singing enthusiastically and use their voices to distinguish between sounds. Children show confidence as they initiate their own game of "What's the time Mr Wolf" and draw happy faces with chalks in the playground.

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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- develop children's independence skills in routine tasks such as snack time with opportunities to help lay the tables and pour their own drinks.

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.