



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133711

DfES Number: 515602

INSPECTION DETAILS

Inspection Date 18/01/2005
Inspector Name Jane Melissa Griffiths

SETTING DETAILS

Day Care Type Full Day Care, Sessional Day Care
Setting Name Paddocks Pre-School
Setting Address Paddock Road
Wallingford
Oxfordshire
OX10 9LT

REGISTERED PROVIDER DETAILS

Name The Committee of Paddocks Pre-School

ORGANISATION DETAILS

Name Paddocks Pre-School
Address The Playground Building, St John's Field
Paddock Road
Wallingford
Oxfordshire
OX10 9LT

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

Paddocks Pre-School Playgroup opened in 1965 and operates from a purpose built building in Wallingford, Oxfordshire. A maximum of 24 children may attend the facility at any one time. The facility is open each weekday from 09.00 until 11.30 with lunch clubs from 12.30 until 14.30 on Tuesdays and Thursdays and afternoon sessions from 12.30 until 15.00 on Wednesday and Fridays, in school term times. All children share access to a secure enclosed outdoor play area.

There are currently 46 children aged 2.5 years to under 5 years on roll. Of these 29 children receive funding for nursery education. Children come from a wide catchment area. The facility currently supports a number of children with special educational needs.

The facility employs 9 staff. Three of the staff, including the manager hold appropriate early years qualifications. One staff member is working towards a qualification.

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

How effective is the nursery education?

Paddocks Pre-School Playgroup provides good-quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for personal, social and emotional development, physical and creative development, is particularly well-planned and children make very good progress in these areas.

The quality of teaching is generally good. Staff have sound knowledge of the foundation stage and build excellent relationships with children. One to one care ensures that the two children with special needs receive appropriate stimulation, care and supervision. Weekly staff meetings enable planning to be completed however, excessive time is spent on paperwork including the recording of children's achievements. Staff manage children's behaviour very well and use lots of praise and encouragement. The organisation of the book area does little to encourage children's use. Staff assess children's learning against the stepping stones and early learning goals and use this information effectively to plan what children should do next.

The leadership and management of the setting are generally good. The manager and her deputy are committed to improvements within the setting. Annual appraisals monitor and reflect upon training needs and the Chair of the committee attends for part of the weekly planning meetings. There is a lack of clarity about the individual's roles within the management team.

Partnership with parents is very good. They are provided with three newsletters per term and a parental notice board ensures they are kept up to date with activities and plans. Parents are able to view their children's progress records at any time and these are formally discussed twice per year. Parents are able to be involved in their children's learning through the book scheme, occasional work sent home and the rota.

What is being done well?

- Staff have high expectations for behaviour and children behave very well. Children are able to work in groups, take turns and are learning that there needs to be agreed codes to work together.
- Staff use effective methods to help children with special educational needs to learn and progress. Staff work in partnership with other agencies to support children and to ensure that their individual needs are met.
- Children are able to select their preferred resources to create their art work from an excellent range of tools and materials stored within their reach.
- Children are interested, excited and motivated to learn. Staff promote independence by storing equipment at low levels and by encouraging self

care.

What needs to be improved?

- organisation of the book area to create a welcoming environment
- knowledge and understanding of the management teams individual roles
- time spent on paperwork
- opportunities for children to make marks during informal activities
- opportunities for children to use programmable equipment.

What has improved since the last inspection?

The previous inspection resulted in three issues for action. Paperwork is reported to have been reviewed and now reflects the early learning goals however, paperwork and time spent in both planning and the recording of observations is still excessive. Staff now manage large group activities well which results in children sitting quietly to listen to a story for an extended period. Records are now reported to be compiled relating to the content of all computer programmes used and sections of each which are suitable for children's use to support their learning in the group.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, excited and motivated to learn and enjoy their time in Paddocks Pre-School as staff know them well. Children have high self-esteem which is fostered by staff's commitment to providing praise. Children enjoy good relationships with their carers and peers and show awareness and respect for others. They are very independent and are able to wash their hands and choose when to have their snack. Children behave well. They are taught to be polite and to consider others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are keen to communicate with their peers and staff. They recognise their first names and are beginning to write these correctly but activities such as role play are not routinely extended to include opportunities to write for different purposes. Children communicate their feelings well and enjoy regular opportunities to explore rhyming words and to link sounds with letters. Books are used with the support of staff however, children rarely seek these out for independent use.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident counters and are developing an awareness of calculation. They are able to compare and contrast shape and size using descriptive language. Children use maths to solve practical problems such as how many more bricks are needed to make the two towers the same. Staff miss opportunities to extend more able children's learning as they make notes during many of the mathematical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff plan a variety of activities both indoors and out, to encourage children's exploration and investigation. Children are developing their skills using a variety of tools and materials to design and create pepperoni pizzas using a member of staff's ring. They are learning about people's differences and are developing a sense of place. Children have limited opportunities to use programmable equipment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are confident movers, they move with control and co-ordination. They are developing an awareness of space. Children are learning the importance of healthy practices and are able to choose when to eat their healthy snack. Children manoeuvre bicycles well and negotiate a pathway outdoors. Children handle and control small objects such as squeezing pegs onto a washing line and handling scissors, pencils and paintbrushes.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Staff store a variety of tools and materials to enable children to choose their preferred equipment for creative activities. Children enjoy music and sing simple songs from memory. They create musical instruments and enjoy experimenting with sound. Children use their imagination well in the varied and interesting indoor role play area. Children are free to draw and apply paint, glue and collage materials without the interference of staff.

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 time and amount of paper work undertaken
- provide children with additional opportunities to make marks during informal activities
- provide children with additional opportunities to use programmable equipment
- develop knowledge and understanding of individual's roles and responsibilities within the management team
- create a welcoming book area.

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.