



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY232687

DfES Number: 584595

### INSPECTION DETAILS

Inspection Date 05/11/2004  
Inspector Name Claudia Padfield

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Lewknor Pre-School  
Setting Address Jubilee Hall  
High Street, Lewknor  
Watlington  
Oxfordshire  
OX49 5TL

### REGISTERED PROVIDER DETAILS

Name The Committee of Lewknor Pre-School

### ORGANISATION DETAILS

Name Lewknor Pre-School  
Address Jubile Hall  
High Street, Lewknor  
Watlington  
Oxfordshire  
OX49 5TL

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Lewknor Pre-school is run by a parent committee. It was established in its present form in 1998 and operates from the village community centre. It is situated in a small village close to good road links to Oxford and London. A maximum of twenty children may attend the nursery at any one time. The nursery is open each weekday from 09.00 to 12.00 term time only. All children have access to a secure outdoor play area.

There are currently thirty six children aged from two and a half to under five years on roll. Of these, twenty-five children receive funding for nursery education. Children come from a wide catchment area of surrounding villages. The Pre school has systems in place to support children with special educational needs, and also support children who speak English as an additional language.

The pre school employs five staff. Of these, three, including the manager, hold appropriate early years qualifications.

### How good is the Day Care?

Lewknor pre school provides good quality care for children. The setting offers a clean, bright and welcoming environment in which children are valued and feel part of the community. Staff have good relationships with children but occasionally the children loose interest and wander off during larger group times and during free play. The group have a new committee and staff team this term and have worked hard to ensure the children's care meets the Care Standards.

Staff are aware of health and safety issues and take precautions to safeguard children. Staff review policies and practice as part of their on going development, and take on agreed roles and responsibilities working well as a team. Policies and procedures are in place for children with special needs and children with English as an additional language. Staff adapt activities to meet the children's individual needs.

The staff work well as a team, planning and developing an interesting and

stimulating range of activities which promote the children's all round development. However, the team need to gain experience to judge the pace of the session and layout of the premises to sustain the children's interest. Children's learning and play is supported well by staff who are interested in what the children have to say and use effective questioning to extend their thinking.

Partnership with parents is good, parents are valued by the staff team who listen to parents and work together to meet the children's needs. Good levels of documentation are displayed and given to parents to use as a reference. Parents are encouraged to become active members of the committee.

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

Not applicable

#### **What is being done well?**

- Children enjoy and participate in a wide range of stimulating activities which help them develop in all areas.
- Children are confident and good relationships with staff are evident. Staff use praise and encouragement to foster children's self esteem and children's independence.
- Staff give high priority to health and safety issues. The staff team review procedures on a regular basis. Staff act as good role models for the children.
- Staff work to provide good levels of communication with parents and this is done verbally at the end of the beginning or end of the day.
- Partnership with parents is effective. Parents are warmly welcomed and provided with information about the setting.

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

- Pace of the session in order to sustain the children's interest.
- Confidentiality: ensure it is maintained when parents complete accident and medication forms.

#### **PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

There are no complaints to report.

#### **Outcome of the inspection**

Good

## CONDITIONS OF REGISTRATION

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

## WHAT NEEDS TO BE DONE NEXT?

### **The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
1	develop and implement an action plan that sets out how supervisors will achieve a level 3 qualification
7	maintain confidentiality when parents sign the accident and medication forms
11	develop staff's awareness and understanding of effective ways to manage children's lapses in behaviour, considering a different pace to the session and set up within the room

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

### How effective is the nursery education?

The provision for nursery education at Lewknor Pre school is of good quality. Children are making generally good progress towards the early learning goals.

Teaching is generally good, staff provide a wide range of interesting activities though topics and resources. Some staff need to widen their knowledge of the stepping stones and the staff team need to consistently use evaluation to move children's learning forward by utilising the observations they make on a regular basis. Staff listen to the children who are good communicators. Staff who use a range of open questioning to extend the children's thinking. Children are consulted about their environment and make choices during daily routines, i.e. playing inside or out.

Leadership and management support the staff to enable them to work effectively as a team, sharing roles and responsibilities and supporting the less experienced staff members who sometimes lack confidence and direction. The team have worked hard to develop planning and evaluations of activities and will continue to develop the good systems that are now taking shape.

Partnership with parents and carers is good; they receive regular information regarding their child's learning and information about events within the nursery community.

### What is being done well?

- Staff create a well planned and stimulating environment, where children learn through a wide range of activities, making good use of indoors and outdoors play spaces.
- Personal Social and emotional development is good. Staff are skilled at helping children to become confident and independent in their personal hygiene.
- Children listen with enjoyment and respond to stories, show an interest in books and know how to handle them correctly. Children are articulate speakers and confidently share news.
- Relationships are good. Staff are actively involved with the children and engage them in conversation.
- Staff have good links with the parents and carers and value their input to forward the children's learning.

### What needs to be improved?

- Staff knowledge: Increase staff's knowledge of the stepping stones within each area of learning.

- Assessments and planning: identify where children are and how to provide suitable challenges for each child.
- Continue to develop systems so parents can contribute to children's records and observations.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident and interested and motivated. They enjoy each other's company and good relationships with the staff are evident. The children are able to self select activities and move freely, however sometimes they become distracted and lack direction.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children communicate well, they engage easily in conversation with each other and adults. Children enjoy listening and contributing to storytime, they reflect the story back and enjoy anticipating in what happens next. Children communicate and listen well to each other and adults. Good activities are provided which foster language and literacy skills. Suitable books are available, which the children are encouraged to use correctly.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Through planned activities children are given the opportunity to compare size and shape. Staff make good use of mathematical language during all activities. Children have a good understanding of matching and counting and do this during free play and daily routines. The children enjoy singing number rhymes and add on and take away with the help of props.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children experience a good range of activities to learn from first hand experiences and how to use their senses. Resources provided in everyday situations encourage the children to investigate and experiment with adult support. Opportunities are provided for children to talk about past and present events in their own lives and the lives of others sharing news about fireworks and comparing which display they will be attending.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have lots of opportunities to move with skill. They have daily opportunities to go outside and a range of toys such as balls and bikes. They use the sand box and enjoy digging and working with friends. Children use a variety of small equipment with growing skill cutting and rolling out the dough to a required shape.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children participate enthusiastically both in free-choice imaginative play and stories, and in adult led songs and rhymes. Staff enable children to develop a good knowledge of colour, the children enjoyed extending a painting activity by mixing the colours and painting their hands and seeing the end result.

**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**

- Improve staff knowledge of the foundation stage.
- Use assessments and planning to identify where a child is and how the provision will provide suitable challenges for the next steps in learning.
- Improve systems so that parents can actively contribute to children's observations and records.

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*