



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133694

DfES Number: 512260

INSPECTION DETAILS

Inspection Date 18/03/2004
Inspector Name Susan Victoria May

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Goring & Cleeve Pre-School
Setting Address Goring Primary School
Wallingford Road, Goring On Thames
Reading
Berkshire
RG8 0BG

REGISTERED PROVIDER DETAILS

Name The Committee of THE MANAGEMENT COMMITTEE

ORGANISATION DETAILS

Name THE MANAGEMENT COMMITTEE
Address GORING & CLEEVE PRE-SCHOOL
GORING PRIMARY SCHOOL,WALLINGFORD
ROAD,GORING ON THAMES
READING
BERKS
RG8 0BG

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

Goring and Cleeve Pre-School has been operating from a single storey building in the grounds of Goring Primary School since 1995. The pre-school has access to school facilities. There is an enclosed area for outdoor play used solely by the provision. The group draws children from the village of Goring and the surrounding villages.

The pre-school provides places for 24 children and accepts children from two to five years. The setting is in receipt of funding for 17 three and 13 four year olds and supports children with special needs. There are currently no children attending for whom English is an additional language.

The pre-school is open Mon - Fri 09:00am - 11:35am 12.45pm - 15:20pm term time only. The Tuesday and Thursday p.m sessions consists of children who are four plus.

Five members of staff work with the children. Two staff hold childcare qualifications and two members of staff are working towards an NVQ 3 qualification in childcare. All staff have relevant experience.

The setting receives support from the Early Years Childcare and Education Partnership.

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

How effective is the nursery education?

Goring and Cleeve Pre-School provision is acceptable and of high quality. Children are making very good progress towards the early learning goals. Teaching is very good, children are confident, happy, secure and eager to participate in a wide range of learning opportunities provided for them. Daily activities promote children's personal independence and staff work hard to build children's self esteem giving them appropriate responsibilities. Children are polite and courteous and respond positively to the high expectations and sensitive support of staff.

Staffs knowledge of the early learning goals is very good and has a positive effect on children's learning. Staff are very effective in their use of questioning to encourage children's thinking. Children have a very good understanding of the written word, have ample opportunities for mark making and treat books with respect.

A realistic planning and thorough assessment system is used well, however to ensure standards are maintained consideration should be given to methods of recording the evaluation of the learning objectives. Very good systems are in place to effectively support children with special educational needs, although strategies to support children for whom English is an additional language need to be better defined. Leadership and management is very good. A strong staff team is in place, who are committed to providing a rich, well planned stimulating environment where children learn through a wide range of activities,

Partnership with parents and carers is very good and contributes well to the children's learning. Parents are kept informed about the activities and routines through verbal exchanges and a parents notice board. They share their observations about their child with the staff and have regular opportunities to discuss the progress of their child.

What is being done well?

- Children are happy, secure and curious, they are articulate and interact well with staff expressing personal preferences and making independent choices. Staff work hard to build children's confidence and develop their self-esteem.
- A very good use and access to resources provides opportunities for children to express their imagination to design and make objects using a variety of tools, materials and techniques.
- Staffs knowledge of the early learning goals is very good and has a positive effect on children's learning. Staff are very effective in their use of questioning to encourage children's thinking. Continuing professional development of staff is actively encouraged to support children in the setting.

What needs to be improved?

- There is no significant weakness to report but consideration should be given to improve the following
- define strategies to ensure children with English as an additional language are supported in the setting
- consider methods of recording the evaluation of learning objectives to ensure standards are maintained

What has improved since the last inspection?

All actions have been addressed. There has been very good progress in implementing the action plan.

Children are provided with opportunities through planned activities to match and sort everyday objects.

Assessment documents provide a clear picture of children's progress towards the elg's using dated observations and by the introduction of development profiles and staffs further training in their use.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Relationships between staff and children is very good and children show consideration, sensitivity and support for others. The children are happy, secure and curious, eager to participate in activities. Daily activities provide excellent opportunities for personal independence for example children pour their own drinks, competently change clothes for movement sessions and can self select resources. Children respond appropriately to the clear expectations for acceptable behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and articulate speakers who engage easily in conversation. Very good activities are provided fostering language and literacy skills and there are many opportunities provided for writing for a variety of purposes. Staff make very good use of questioning to encourage children's thinking. Most children are able to write their own names and recognise letter sounds. Staff provide a broad range of suitable books which the children enjoy and treat with respect.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident with numbers and counting, many children are able to recognise written numbers to nine. They can count up to ten with many being able to count up to twenty and beyond. Children are developing an understanding of addition and subtraction through nursery rhymes and everyday activities. Children are able to use comparative and positional language and recognise shapes. Excellent displays throughout the setting promote and reinforce the children's learning.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Planned topics and daily activities develop children's confidence in exploring and investigating. Children are able to question why things happen and how things work through interest tables individual and group work. Opportunities are made for children to talk about past and present events in their own lives. Children regularly explore the local area, and can talk knowledgeably about their environment and through topic work and themes develop a greater understanding of the wider world.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Staff knowledge, planning and provision of appropriate resources, ensures children's physical skills are very well developed. Ample opportunities are available on a daily basis for children to develop and practise fine motor skills. Children's awareness of the space both around themselves and others, indoors and outside is evident in the confident way they move around. Children are knowledgeable about their bodies and health and hygiene issues, they are encouraged to follow good practice.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children participate enthusiastically in imaginative play and stories, they enjoy adult-led songs and rhymes. They are encouraged to express their imagination through a range of planned activities including design and music and movement sessions. Children are confident and capable with tools, learning new techniques and reinforcing skills on a daily basis. Opportunities to experience different materials is seen in displays which show evidence of the wide range of materials used.

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 is no significant weakness to report but consideration should be given to improve the following;
- define strategies to ensure children with English as an additional language are supported in the setting
- consider methods of recording the evaluation of the learning objectives to ensure standards are maintained

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.