



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY272083

DfES Number:

INSPECTION DETAILS

Inspection Date	16/09/2004
Inspector Name	Samantha Powis

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Christ Church Little Oaks Pre-School
Setting Address	Youth Centre Northmead Drive Poole Dorset BH17 7XZ

REGISTERED PROVIDER DETAILS

Name	The Committee of Christ Church ECC
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ORGANISATION DETAILS

Name	Christ Church ECC
Address	Northmead Drive Poole Dorset BH17 7XZ

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

Christ Church Little Oaks Pre-School has been open since 1991. The group operates from the church and has access to facilities within the church. Children have access to a secure outdoor play area. The pre-school serves the local community.

There are currently 12 children from 2 to 4 years on roll. This includes 11 funded 3 year olds. There are no funded four year olds attending at present. Children attend for a variety of sessions. The setting supports children who have special education needs, and who speak English as an additional language.

The group opens from the church setting on Thursdays only, operating from alternative premises nearby on each other weekday. Sessions are from 09:30 until 12:00. The setting operates term time only.

Four regular staff work directly with the children, with a member of the committee available to provide cover in an emergency. Two members of staff are qualified to level 3 in childcare, with another member of staff currently working towards a level 2 qualification. All staff attend short courses relating to their roles, and have experience in childcare.

The setting receives support from Poole Sure Start, including regular visits from the Early years advisory teachers.

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

How effective is the nursery education?

Christ Church Little Oaks Pre-School provides good quality care for children, where overall, they are making generally good progress towards the early learning goals. In the areas of communication, language and literacy, physical development and creative development they are making very good progress.

Teaching within the pre-school is generally good. Staff demonstrate a sound understanding of the early learning goals and foundation stage curriculum. They use skilled questioning and discussion with individual children to promote and extend learning, however, some activities lack challenge particularly for the more able children. They offer children a broad range of experiences, encompassing all areas of learning, through a good balance of planned activities and free play. Staff use a positive approach to managing children's behaviour which appears to be successful, promoting good behaviour with lots of praise and encouragement.

Leadership and management is generally good. The staff and the committee demonstrate a clear understanding of their roles, and meet regularly as a team to discuss issues relating to the running of the pre-school. Staff are actively encouraged to develop their own skills for the benefit of themselves and ultimately the children attending the pre-school, with training needs identified through annual appraisals. The staff have little opportunity to take a back seat to oversee what is happening on a day to day basis, therefore missing opportunities to monitor and assess the effectiveness of routines and activities.

Partnerships established with parents are very good. They are provided with very good information about the setting, and about the early learning goals. They are given details of forthcoming activities and events to enable them to support their child's learning and have opportunities to discuss their child's development with a familiar member of staff.

What is being done well?

- Staff use skilled questioning when working with children to extend their understanding, demonstrating a sound understanding of the early learning goals and stepping stones, and how children learn.
- Successful relationships are established with parents. They are provided with good quality information about their child's learning and development and made to feel welcome within the setting.
- Children's physical development is excellent. They have regular opportunities to engage in a stimulating and exciting range of activities to develop large and small muscle control.
- Children's development in the area of communication, language and literacy is very good. They speak confidently in front of others, describing events and

explaining their needs. They enjoy stories and use books and writing tools independently, demonstrating an understanding that print carries meaning.

What needs to be improved?

- the staff's monitoring of the sessions, to enable them to identify strengths and any areas for future development
- the activities offered to children to ensure they offer appropriate challenge, extend children's learning and promote independence, with particular reference to the more able children
- children's access to construction equipment, to extend their interest and skills in this area.

What has improved since the last inspection?

The setting has made good progress since the last inspection. They have increased the range of musical instruments available for the children, and have these available for the children to use on a regular basis. Children have also had opportunities to make their own musical instruments and move imaginatively to music, therefore extending their awareness of the different sounds and rhythms the instruments make.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children behave very well, and demonstrate a secure awareness of the clear and fair boundaries established by staff. They are confident within the setting, and are regularly praised by staff who value children's work, however, independence is not always promoted for more able children. They learn to respect themselves and others as individuals and are given lots of opportunities to discuss their own lives and families, they learn about others through interesting projects.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children demonstrate a love of books and stories and are developing the ability to listen and concentrate for extended periods. They join in with familiar repeated texts and select books for themselves from the inviting book display, demonstrating an awareness of how to use books. They speak confidently to each other, with some children confident to speak out in a group. Children are provided with many opportunities to practice emergent writing skills and mark making in relation to their play.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Good use is made of numbers throughout the pre-school environment, and some children are able to recognise numbers which are important to them, such as their age. They are developing an awareness of number value and order, and regularly engage in counting, independently at times and as part of group activities. Simple problem solving and calculation is not always fully encouraged. Children engage in practical activities that stimulate their interest in the comparisons of size, shape and weight.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are developing good skills relating to information and communication technology, regularly having access to computers and operating other equipment such as tape recorders. Their skills in building and design are restricted through infrequent access to a range of construction equipment. Children demonstrate an interest in exploring and are offered many activities to stimulate their natural curiosity, including growing plants and learning about the natural local environments.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children have excellent opportunities to develop their large and small motor skills, and regularly engage in activities such as climbing, running, jumping and sliding. Their small muscle control is developing well enabling them to manipulate small tools such as scissors and pencils with increasing control. They learn about their own bodies and how they can keep safe and healthy, enjoying an interesting variety of snacks that are nutritious during the session.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have good opportunities to express themselves creatively, with access to craft materials where they can make their own choices about what they want to do. They explore the properties of paint and colour in a multi sensory way, using tools and their hands to make patterns. They join in enthusiastically with familiar songs and enjoy using musical instruments, listening carefully to the sounds each instrument makes. Their imaginations are stimulated through well resourced role play areas.

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 organisation of activities to ensure they offer appropriate challenge to older and more able children
- introduce a system to allow key members of staff the opportunity to monitor the effectiveness of sessions
- provide increased opportunities for children to use a wide range of large and small construction equipment.

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.