



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 134435

DfES Number: 522343

INSPECTION DETAILS

Inspection Date	08/03/2004
Inspector Name	Patricia Oakley

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Ducklington Pre-School
Setting Address	Village Hall Ducklington Witney Oxfordshire OX29 7YH

REGISTERED PROVIDER DETAILS

Name

ORGANISATION DETAILS

Name	THE MANAGEMENT COMMITTEE
Address	ADDRESS NOT SUPPLIED U/A

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

Ducklington pre-school is in a rural location near to the church and village pond based in the village hall. Across the road is the village school. The pre-school make close links with the school by visiting once a week with the older children.

The group is registered for a maximum of 24 children aged from 2 to 5 years. They are in receipt of nursery education funding for children 3 and 4 years of age.

They have four staff on duty daily and one parent helper.

The group run each morning from 09:00 to 11:45, term time only. The large hall is divided into smaller areas for children's play. Outside play is on a small hard play area used for bikes and other vehicles, they also have access to a large lawn in an adjoining garden.

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 Ducklings Pre-school is acceptable and of good quality overall. Children are making generally good progress towards the early learning goals.

The quality of teaching is generally good. The pre-school provides a calm and welcoming environment in which activities are available to the children. Staff plan a variety of activities for inside and outdoors. The range of resources is limited and does not always allow children to independently choose for themselves. Opportunities to practise their writing skills, some aspects of maths and the use of book for reference are insufficient. Planning is for each half term, it is currently under review as it does not detail the learning outcomes to be achieved for all areas of learning. All children follow the same programme each morning which does not always provide challenge for older or more able children. Staff observe and record children's progress and update notes each week. However assessments are not sufficiently evaluated against the early learning goals so only give a limited basis for planning future activities and sharing information with parents.

The leadership and management are generally good. The new supervisor is effective in developing the team and a shared approach to teaching and learning. However staff lack the setting's information and guidance about the early learning goals to support them in their planning of the educational programme. Staff are committed to developing their practice and knowledge of the early learning goals and are supported to attend training events.

The partnership with parents and carers is generally good. They speak highly of the caring environment and are greeted in a friendly manner. They talk with staff about their children's progress, but lack detailed information about the early learning goals to support their child's learning at home. Parents are encouraged to help in the pre-school and be involved in their child's learning.

What is being done well?

- Following successive changes of staff since the last inspection, the new staff team are working together to promote the development of the children's learning.
- Staff know each child well and have a stronger knowledge of the early learning goals which is helping children to learn.
- Children arrive calmly and happily settle to activities. They concentrate well, enjoy interacting with the staff and respond well to the staff's expectations for good behaviour.
- The new supervisor is reviewing the quality of educational programme, the planning and the resources to ensure that children are well supported and

challenged in their learning.

What needs to be improved?

- information to parents and carers to help them support their children's learning;
- planned extension of activities for children of different ages and abilities;
- children's opportunity for independent choice in all areas of learning and continued expansion of resources;
- opportunities for children to practise their writing skills;
- opportunities for children to increase their mathematical awareness and problem solving skills.

What has improved since the last inspection?

The pre-schools improvement since the last inspection has been generally good.

Since the last inspection staff have improved their understanding of the early learning goals.

The programme for mathematics is now given higher priority in the daily programme but still offer insufficient challenge for more able children in some aspects.

Creative activities now include model making, music and movement and greater choice, although there is still a lack of scope for children to choose independently.

Systems for record keeping have been improved through the adoption of the Oxford Foundation stage profile and this is used to record the progress of older children.

Resource provision has been extended however there remains a need for continued expansion to fully support children's learning.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children arrive calmly and settle happily into the activities provided each day, although opportunities for independent learning are limited. Children concentrate and respond well to the involvement of the staff and their praise and encouragement. Relationships are good and children share and take turns with each other. They show an awareness of other cultures celebrating Diwali and Christmas.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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They communicate enthusiastically with staff and enjoy listening to stories. They recognise their names and understand that pages turn from left to right, and that print has meaning. The children use the book corner for play and but do not look at books independently or use them for finding information. There are limited opportunities for mark making and developing writing skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's mathematical development is satisfactory, although there are weaknesses. Resources have been improved and a number line is now provided. Staff are working hard to promote learning and mathematical development. Children use numbers appropriately and recognise mathematical shapes, but activities lack challenge for older and more able children. Opportunities for problem solving are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoy investigating objects and materials and accurately describe coloured liquids in shaken bottles. They have a good sense of time and visited the museum to look at dinosaurs and artefacts from the past. They show good design skills in model-making, but lack experience in the use of tools and techniques for joining materials. Children use a computer supported by staff. They learn about their own and other cultures through the celebration of festivals such as Diwali and Christmas.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children move confidently, with control and coordination as they climb, run, and jump. They have a good awareness of space and others. Although outdoor provision is limited single items of large apparatus are rotated each week to enable children to be physically active. Throwing and catching skills are similarly provided for. Children's personal hygiene is promoted through clear toilet routines and dressing skills.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore colour and shape as they make models with recycled materials. They develop their imagination through planned role play using the home corner and puppets. They enjoy singing songs, however opportunities to explore rhythm and sound with musical instruments are limited, especially for older and more able children.	
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

- Key Issues:
- review planning to include learning outcomes and how activities will be adapted for older children and those who learn slowly or more quickly;
- provide more opportunities for children to have independent choice in all areas of learning especially to encourage the children's independent writing skills and the use of books for information;
- promote mathematical awareness and problem solving for more able children, through practical activities;
- improve details of the early learning goals for parents and carers to help them support their child's learning.

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.