



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 134467

DfES Number: 524596

INSPECTION DETAILS

Inspection Date	09/02/2004
Inspector Name	Jane Melissa Hull

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	St Hugh of Lincoln Nursery School
Setting Address	Our Lady of Lourdes School Curbridge Road Witney Oxfordshire OX28 5JZ

REGISTERED PROVIDER DETAILS

Name	The Committee of St Hugh of Lincoln Nursery School 234216
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ORGANISATION DETAILS

Name	St Hugh of Lincoln Nursery School
Address	C/O Our Lady of Lourdes School Curbridge Road Witney Oxfordshire OX28 5JZ

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

St Hugh of Lincoln Nursery school opened approximately eight years ago. It operates within the grounds of Our Lady of Lourdes Primary School in Witney. The group serves the local area.

There are currently 35 children from 2 to 5 years on roll. This includes 14 funded 3 year olds and 20 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs but none who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 08:45 until 11:45 and 12:45 until 15:15.

Eight staff work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership (EYDCP).

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

How effective is the nursery education?

The nursery education at St Hugh of Lincoln Nursery School is very good. Children are making very good progress towards the early learning goals in all six areas of learning. Children are developing positive attitudes to learning in a welcoming, stimulating and caring environment.

The quality of teaching is very good. Staff are knowledgeable about the early learning goals and stepping stones children take towards them. An effective key worker system is in operation. Detailed records of children's progress are maintained which are then used to inform planning. An excellent range of play and learning opportunities is available to the children at all times and staff are skilled in adapting activities to meet children's individual needs and abilities. Staff work well as a team to provide effective nursery education for children with special educational needs. They are skilled in using carefully framed questions to extend children's learning and provide them with sufficient challenge. Staff have high expectations of behaviour and children behave very well. The learning environment is well-organised to encourage independence and curiosity and the proposed development of the book area will further enhance the provision.

Leadership and management of the setting is very good. The management committee and senior staff are committed to the care and education of all children and have effective systems of monitoring and evaluating the provision. The staff team are enthusiastic about their professional development and have a variety of methods of reviewing their methods and sharing good practice.

Partnership with parents is generally good. Parents receive good quality information about the provision and what their children are doing. Although aware of the maintenance of progress records, parents are not encouraged to share these with staff or contribute to them before children leave the establishment.

What is being done well?

- Staff create a welcoming, stimulating and caring environment in which children flourish.
- Staff use effective methods to help children with special educational needs to learn and progress.
- Staff use assessments of children's progress to plan a varied range of play and learning opportunities. The delivery of the curriculum ensures that children are making very good progress towards the early learning goals in all six areas of learning.
- Staff are skilled in adapting activities and teaching methods to meet the individual needs and abilities of each child. Staff use carefully framed questions to encourage children learning and enthusiasm. Children are

interested, excited and motivated to learn.

What needs to be improved?

- children's independent use of books
- parent's access and ability to contribute to records of children's progress.

What has improved since the last inspection?

The last inspection concluded with a point for consideration that through monitoring, evaluation and review, staff should maintain and enhance the high quality of the existing educational programme. This inspection verifies that high standards of nursery education continue.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are developing a positive attitude to learning. They are happy and settled and are confident, excited and motivated to learn. Children are developing self-confidence and self-esteem and feel valued as individuals. They are forming good relationships with each other and staff, and behave well. Children are developing independence and expect others to treat their needs with respect. They are developing a sense of community and enjoy learning about the beliefs and cultures of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident and skilled communicators. They are able to negotiate and show awareness of the listener when engaged in conversation. Children write for a variety of purposes and take all opportunities to do so. Four year olds write their names and most children form some recognisable letters. Children are learning that print carries meaning and enjoy stories however, they do not routinely seek out books for independent use.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very confident in number work. Four year olds are able to recognise numerals up to ten and all are developing their counting skills. They are developing an awareness of calculation. Children are learning the concepts of shape, size, quantity and position and use measure and other mathematical concepts in a range of practical activities and to solve mathematical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children use I.T. and programmable equipment and are developing their skills in this area. Children have lots of opportunities to investigate and explore both indoors and out. They enjoy outings and occasional visitors. Children enjoy design and use a variety of materials and resources to make things. They are developing a sense of time, finding out about past events.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently indoors and out. They travel under, over and through balancing and climbing equipment and enjoy a range of activities in the outdoor play area. Children use a range of tools and equipment and are developing their manipulative skills. They are learning about their bodies and the importance of health and enjoy the "café" which serves healthy snacks during sessions.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore colour, texture, shape and form with enthusiasm, using their imagination. They enjoy regular use of musical instruments in their play and during formal music sessions. The varied role play provided by staff, encourages children to use their imagination which they extend to outdoor activities, dance and stories. Children enjoy a variety of activities which encourage them to use all their senses to explore and investigate.	
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 are no significant weaknesses to report, but consideration should be given to improving the following:
- develop the book area to encourage the children to seek out books more frequently for independent use
- provide parents with additional opportunities to share information about their children's progress with staff and encourage parents to contribute to records of children's progress.

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.