



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133409

DfES Number: 516941

INSPECTION DETAILS

Inspection Date 08/03/2004
Inspector Name Ann Taylor

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Rush Common Pre-School
Setting Address Appleford Drive
Abingdon
Oxfordshire
OX14 2AQ

REGISTERED PROVIDER DETAILS

Name The Committee of Rush Common Pre-School

ORGANISATION DETAILS

Name Rush Common Pre-School
Address C/O Donna Mercer
Rush Common Pre-School, All Saints Church Hall
Apple Drive, Abingdon
Oxfordshire
OX14 2BZ

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

Rush Common Pre-School opened in 1962.

It operates from the church all at All Saints Methodist Church, Appleford Drive, Abingdon. The pre-school serves the north Abingdon area.

There are currently 39 children from two and a half to five years on roll. This includes 19 funded 3 year olds and 17 funded 4 year olds. Children attend for a variety of sessions.

The group opens five days a week during school term times, sessions are from 9.00 a.m. to 12 noon Monday to Friday and from 12.15 to 14.45. on Monday and Tuesday.

Five staff work with the children. Two have early years qualifications and three are currently on training programmes.

The setting receives support from a mentor from the Early Years Development and Childcare Partnership and is a member of the Pre-school Learning Alliance.

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

How effective is the nursery education?

The nursery education at Rush Common pre-school is generally good. The children make generally good progress in most areas of learning, with very good progress in Personal, Social and Emotional Development, Physical Development; and there is very good progress in Leadership and Management.

The overall quality of teaching is generally good. Staff are very good role models for the children. The children are secure in the staff's company and are familiar with routines set. The staff use records of the children's progress to plan individual work plans for the four year olds, and there is evidence of continual assessment in planned tasks. However there are missed opportunities for incidental learning at activities particularly in Communication, Language and Literacy, and Mathematical development. New methods for planning and recording each child's progress have just been introduced, and there is no evidence yet that this new system will operate well.

Leadership and Management are very good. Staff are well supported by the management and work well together as a team. They are deployed effectively to support the children, and participate in the children's activities. The management are very supportive of staff training. The staff are committed to improve the provision, and are enthusiastic about attending training relevant to the care of the children.

Partnership with Parents and Carers is generally good. Parents are welcomed at any time and find staff very approachable. They are provided with a variety of information about the setting, and are kept up to date about their child on an informal basis each day. However some parents feel they receive insufficient opportunities to learn about their child's progress and achievements within the Early Learning Goals.

What is being done well?

- Children are developing self confidence and self esteem in a caring environment.
- The staff are well supported by the management and work well together as a team.
- Staff use records of the children's progress to plan individual work plans for the four year olds.
- A wide range of activities and play materials encourage learning, and develop the children's practical mathematical skills.

What needs to be improved?

- children's understanding of the different ways in which writing can be used to

communicate;

- the process by which parents are kept informed of their children's progress;
- opportunities to enable three year olds to label their own work and develop formation of letters.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection.

All staff now contribute to the children's records by keeping observations and recording them.

Staff have been given time to read the desirable learning outcomes booklet, (and also now the Early Learning Goals); and have attended training on them; this is reflected by the regular monitoring of the record keeping system to ensure that the quality of teaching and assessment has improved.

The programme for language and literacy has been improved, by staff introducing regular opportunities for children to recognise the letters of the alphabet through games, activities and name cards.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, support each other in small group activities, and interact well with staff. They behave well and are constructively occupied. Children are developing self-confidence and self-esteem in a caring environment; and also developing skills in independence and personal care.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident communicators who speak out in a familiar group. They are developing a good understanding of the link between sounds and letters; and the four year olds are presented with opportunities on a regular basis to develop early writing skills. Children enjoy stories and routinely seek out books for independent use and enjoyment. However staff miss opportunities for writing and reading with a purpose within role play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently count up to 5, to 10, and beyond in everyday activities. They use number on a daily basis. A wide range of activities and play materials encourage learning, and develop the children's practical mathematical skills. Four year olds have sufficient opportunities to develop their competence in maths through play; but the opportunity for younger children to develop mathematical language and the understanding of the conservation of number is limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children use a range of materials and construction activities which encourage their designing and making skills. They are given opportunities to learn about the beliefs and customs of others, and mark a variety of festivals from around the world. Children have good opportunities to explore different senses, over time, with a range of activities. However at present there are limited opportunities for children to investigate and learn about the wider world by use of IT, and living things.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children use a large range of play equipment indoors and outdoors, and are learning to move safely and confidently. They play a variety of games with staff which aid spatial awareness. They are provided with a good variety of tools and equipment to develop their manipulative skills. They handle tools safely and with increasing control. Children are learning about good hygiene practises and healthy eating.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children sing songs enthusiastically, and join in with the actions. They are provided with opportunities to express and communicate ideas in role play; and to use their own imaginations within art and craft activities. There appear few opportunities available for children to express themselves in music and movement. Wall displays and role play activities are not well labelled. Good labelling, including labels written by children, would introduce them to the idea of reading with a purpose.

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

- increase children's understanding of the different ways in which writing can be used to communicate;
- improve the process by which parents are kept informed of their children's progress;
- increase the opportunities for enabling three year olds to label their own work and develop the formation of letters.

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.