



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN EY235054

DfES Number: 511653

### INSPECTION DETAILS

Inspection Date	09/07/2004
Inspector Name	Elizabeth Juon

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Aston Clinton Pre-School
Setting Address	Anthony Hall, London Road Aston Clinton Buckinghamshire HP22 5NA

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name	Aston Clinton Pre-School
Address	The Anthony Hall London Road Aston Clinton Buckinghamshire HP22 5NA

## 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

Aston Clinton Pre-School has been open for many years. It operates from the Anthony Hall in the village of Aston Clinton and has the use of the large hall, small side room, kitchen, toilets and a small, enclosed outside area. The pre-school serves the local community and the surrounding villages.

There are currently 51 children from 2 years 6 months to 5 years on roll. This includes 23 three-year-olds and 15 four-year olds who are in receipt of funding for nursery education. Children attend for a variety of sessions. The setting currently supports children with special needs. There are no children attending who speak English as an additional language.

The pre-school opens five days a week during school term times from 09:15 until 11:45, and also from 12:15 until 14:45 on two days a week for children aged four years.

There are currently six members of staff working with the children. Half the staff have early years qualifications to level 2 or 3 and two staff are currently working towards a recognised early years qualification. The setting receives support 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?**

Aston Clinton Pre-school provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Personal, social and emotional development is particularly well planned and they make very good progress in this area.

The quality of teaching is generally good. The qualified staff have a satisfactory and increasing knowledge of the Foundation Stage and provide a balance of interesting and appropriate practical activities to support children's learning. Staff regularly assess and record children's progress, but the information does not always inform planning of daily activities. Children with special needs are well supported to take part in all activities. Staff are deployed throughout the setting to support the children, but they do not always effectively question or challenge to extend children's learning.

Leadership and management are generally good. Staff work well together as a team and know their roles and responsibilities. A staff appraisal system is in place, which is used to identify staff training and development needs. Staff have access to guidance, support and training from the Early Years Development and Childcare Partnership. The supervisor does not have a method to evaluate the quality of teaching to assess any areas for improvement. The new committee is supportive of the supervisor.

Partnership with parents is generally good. Parents receive good information regarding the setting and policies and procedures are always available to them. Information regarding the children is shared verbally at the beginning and end of each session. However, there are no formal arrangements in place to exchange information on children's progress towards the early learning goals. There is a parent helper rota, which enables them to be involved in their child's learning.

### **What is being done well?**

- Children with special educational needs are included in all activities. Staff find out about children's specific needs and the Special Education Needs Coordinator undertakes observations and assessments of the children. They work in partnership with parents, carers and outside agencies to ensure children make progress.
- Staff promote good behaviour and have consistent boundaries. They are friendly and polite and set a good example to the children.
- Children are confident and enthusiastic learners. They are forming good relationships with other children and adults.
- Staff work well together as a team. They are enthusiastic and support the children in their tasks throughout the session.

- Parents are made welcome in the group. They are able to help on a voluntary basis in the group or as a member of the management committee.

#### **What needs to be improved?**

- Planning of activities to include the intended learning outcome and adult role and an evaluation to inform planning for the next stage in children's learning.
- staff's skill in questioning and challenging so that children are extended, especially in mathematics, physical and creative development.
- the monitoring and evaluation of the quality of teaching
- organisation of resources and activities so that children have regular opportunities to use programmable toys, to write for different purposes and to see displays which reflect society and differences
- the system for sharing information with parents about their child's learning and development.

#### **What has improved since the last inspection?**

Generally good progress has been made since the last inspection. The supervisor was not in post at the time of the last inspection, but has taken a number of effective measures to improve the nursery education provision.

At the last inspection three key issues were highlighted: to increase planned opportunities for role play linked to imaginative writing to communicate meaning; to increase the children's access to technology to support their learning; and to ensure plans include what the children are intended to learn from an activity.

The planning shows that role play is organised in a variety of ways, for example the Chinese take-away, as a home corner and as a picnic/holiday theme. A writing table is available at all times, but during the inspection the means to write for different purposes, for example a message pad, was not available in the role play corner.

The group do not have a computer, but children have access to a programmable Vtech resource as well as telephones and calculators. The programmable toy was available at inspection, but is not used every week.

Staff have begun to observe and make notes of children's learning in each of the six areas. They provide a basis on which to plan the next steps in children's learning. Each member of staff has the opportunity to plan a daily activity, but the daily activity sheet does not clearly state the intended learning outcome.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested in the activities on offer and are motivated to learn. They interact well with each other and adults. They take turns and share materials during practical activities. Children are well behaved and confident. They are developing independence in dressing and personal hygiene. Children are developing a good understanding of their local community and their place in society.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children enjoy stories, songs and rhymes. They communicate their ideas and staff encourage conversation. Children recognise their first name and are beginning to write these correctly using well formed letters. They enjoy books for pleasure and information. Children do not have the opportunity to write for a variety of reasons, for example making lists in practical situations or to recognise simple words other than their name.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are encouraged to develop mathematical skills through a variety of activities including songs, games, puzzles and cooking. Children can count to 10. They recognise shapes and patterns, and match and sort. There are missed opportunities for children to do simple sums and count in every day situations and for staff to ask questions which will extend learning and make children think, for example at the water tray.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are given the opportunity to explore natural materials, sand and water, and the natural world by planting flowers and observing the life cycle of frogs. Children do not have regular opportunities to use programmable toys and activities. They talk about personal events in their lives and have a growing awareness of other cultures and traditions. There are missed opportunities to use displays to reflect diverse society and family groupings.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

The children move confidently in the setting and have an awareness of themselves and others. They are able to use a wide range of tools, small equipment and malleable materials safely and with good control. Children are confident and capable when undertaking routine activities, for example putting on coats and visiting the toilet. Children play outside daily, but activities are not planned to have a clear aim to develop and challenge children's physical skills.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children enjoy singing songs and rhymes from memory and show enthusiasm. They are developing an awareness of colour and communicate this through their artwork. Children engage in role play and use their imagination, on their own and in group situations. Some activities are adult led such as the display for the flower festival, which limits opportunities for children to express themselves creatively.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

### **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**

- improve planning of daily activities to include the intended learning outcome, the adult role and an evaluation to inform planning for the next stage in children's learning
- improve staff's skill in questioning and challenging so that children are extended, especially in mathematics, physical and creative development
- introduce a system to monitor and evaluate the quality of teaching
- improve organisation of resources and activities so that children have regular opportunities to use programmable toys, to write for different purposes and to see displays which reflect society and differences.

*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.*