

Shiplake Village Nursery

Memorial Hall, Memorial Avenue, Shiplake, Henley-on-Thames, Oxfordshire, RG9 4DW



Inspection date

23 February 2015

Previous inspection date

29 June 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Arrangements for supervision are not effective in establishing clear and achievable targets for staff that support their continuous improvement. As a result, the quality of teaching, the range of activities on offer and how staff assess children's learning is variable.
- Not all children make equally good progress. While staff offer a broad range of activities, some of these do not interest and challenge the children. Therefore, teaching does not fully support all children to make equally good progress.
- Staff do not maximise on opportunities to help develop children's mathematical skills.

It has the following strengths

- Safeguarding procedures are clear and all staff know what to do if they have concerns about children in their care. There are robust recruitment systems and well established procedures to check ongoing suitability of staff.
- Staff have positive relationships with children and, as a result, children are happy and settled. Their social skills are developed well with a 'wow tree', which staff use to encourage and reward kind behaviours.
- The staff have very strong links with the host school. This gives children good chances to meet the teachers and older children in preparation for their moves to school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- raise the quality of teaching to at least a good level by improving the monitoring of staff practice through peer observations and by ensuring that staff supervision sessions are effective in addressing inconsistencies in how staff assess learning
- focus more precisely on the learning intentions of planned activities, to ensure the quality of teaching supports and challenges all children to consistently gain new skills and knowledge based on their individual needs, particularly in mathematics.

Inspection activities

- The inspector observed children's play and learning throughout the day.
- The inspector sampled a range of documentation, including development records and key policies.
- The inspector conducted a joint observation with the nursery manager.
- The inspector took account of children's views through discussions and observations.

Inspector

Melissa Cox

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide a suitable range of experiences that generally take children's interests into account. Children develop listening skills at group times as they discuss the weather and talk about objects that link to sounds. However, when staff teach children in small group activities, they do not always adapt their teaching to cater for children's differing needs and abilities to promote their effective learning. Staff provide adequate levels of support to children who find it more difficult to join in and build on ideas for children to work on tasks together. This supports their social development. However, staff do not focus enough on promoting children's learning in mathematics. They do not refer to numbers, comparisons, size and shape widely enough to support the idea that mathematics is part of everyday life. This means some children have yet to reach expected age-related levels in this area. Staff suitably observe children during their play and help assess children's progress. However, this information is not always precise enough. Consequently, children's progress is not yet good. Staff provide parents with regular updates on their child's achievements.

The contribution of the early years provision to the well-being of children requires improvement

Children are well-looked after in the clean, safe and secure surroundings of their pre-school. They arrive happy and ready to play. Children show they feel emotionally secure as they move freely around, choosing activities. Their independence is developed well by staff during routines, such as tidy-up time. Children enjoy eating nutritious snacks where they prepare their fruit and pour their drinks. Children learn about what to do in an emergency and during regular walks as they are taught how to behave safely and sensibly and to recognise potential hazards. Dietary and medical needs are well supported.

The effectiveness of the leadership and management of the early years provision requires improvement

The management committee ably support the manager and staff and are involved in monitoring the effectiveness of procedures. This has effectively supported a number of positive improvements. For example, there are additional resources in the outdoor areas and a positive focus on behaviour. However, teaching is not monitored rigorously enough to ensure that it continuously improves. Furthermore, the supervision of staff does not lead to clear and achievable targets for improving practice as it not yet of a consistently high standard. Systems to monitor the delivery of the educational programme are not thorough enough to highlight gaps in children's learning, owing to inconsistent teaching. Consequently, children are not making the best progress they could to prepare them for their future learning and, eventually, school. However, the capacity to improve is good. Partnerships with parents are positive, and staff work with parents and other professionals to support children's needs.

Setting details

Unique reference number	133699
Local authority	Oxfordshire
Inspection number	841004
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	39
Name of provider	Shiplake Village Nursery Committee
Date of previous inspection	29 June 2010
Telephone number	01189 404738

Shiplake Village Nursery has been established since 1966. It has been in its present location since 1990, located in Shiplake village memorial hall in Oxfordshire. The nursery is open from 9am to 12 noon and 1pm to 3pm, Monday to Friday. There is an optional lunch club which runs from 12 noon until 1pm. The nursery is open term time only and employs eight members of staff, of whom five are qualified to level 3.

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