



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 134332

DfES Number: 523226

INSPECTION DETAILS

Inspection Date 14/07/2004
Inspector Name Patricia Joan Latham

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Horspath Nursery
Setting Address Horspath Primary School
Blenheim Road
Horspath
Oxfordshire
OX33 1RY

REGISTERED PROVIDER DETAILS

Name The Committee of Horspath Nursery 1030364

ORGANISATION DETAILS

Name Horspath Nursery
Address C/o Roger Bowley Horspath Primary School
Blenheim Road
Horspath
Oxfordshire
OX22 1RY

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

Horspath Nursery has been registered since 1996. It operates in a portacabin in the grounds of Horspath primary school, which is situated in the village of Horspath on the outskirts of Oxford. The group have their own small outdoor area, but also have use of the school playing field, hall and playground.

The nursery is open term time only on Monday and Wednesday from 08:50 until 15:00 and on Tuesday, Thursday and Friday from 08:50 until 12:35. A lunch club operates with afternoon sessions normally reserved for older children.

Children attend from the surrounding area and city of Oxford and currently there are 31 children on roll between the ages of two and five years. This includes 13 three-year-olds and 9 four-year-olds who are in receipt of funding for nursery education. The nursery is able to support children with special educational needs and also supports children who speak English as an additional language.

The nursery is managed by a committee of parents who employ three full time members of staff, as well as part time staff, all with relevant teaching or care qualifications and experience. The group also receive support from the local authority.

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

How effective is the nursery education?

Horspath Nursery provides high quality nursery education, which enables children to make very good progress towards the early learning goals. Both children and staff are highly motivated and learning is made enjoyable.

The quality of teaching is very good. Staff have a good understanding of the Foundation Stage and how children learn. They plan practical activities which cover all areas of learning and extend these, seizing every opportunity to further children's skills. Imaginative use is made of space and resources and sessions offer a good balance of child and adult led activities. Regular observations are made regarding children's progress and these are used to plan overall learning aims as well as specific support for individual children. Staff challenge children appropriately allowing them time to consolidate their learning whilst offering opportunities for the more able to learn new skills.

Leadership and management are very good. Regular staff meetings and careful planning, ensure staff are deployed effectively and have clear roles and responsibilities. Staff have relevant training and qualifications and are offered opportunities to update their knowledge to enable them to support children's learning. Individual activities are assessed to ensure learning intentions are met and are managed appropriately to maximise children's learning.

Partnership with parents is very good. They are given full information regarding the educational provision and are able to access progress records regarding their child at any time. Open days are arranged, regular newsletters sent and staff are always available to discuss issues. Parents are able to arrange pre-visits and are encouraged to take part in the helper rota. Parent's skills are often used to extend children's learning.

What is being done well?

- Children's learning is developed through practical activities. During snack time children count the differing number of boys and girls present and during role play learn how to correctly build a wall and how soil changes when water is added.
- Literacy skills are encouraged in all activities. Children riding bikes are stopped by 'policemen' and asked to sound out and spell their name and then encouraged to make their own police notebooks.
- Children play well together, sharing resources and supporting each other in activities. They listen attentively when playing games, taking turns and helping each other to achieve.
- Interesting themes are used to link different aspects of children's learning. During the topic on animals children measure their height and record it on a

painted giraffe, and paint or print the patterns of different animals.

- Children have constant access to outdoor space and equipment, as well as planned focused activities, to develop physical skills. They use climbing and balancing equipment daily and smaller equipment for aiding hand/eye coordination.

What needs to be improved?

- a formal system for evaluating the overall provision so that learning opportunities are maximised.

What has improved since the last inspection?

Very good progress has been made since last inspection and all issues have been addressed. Children now have easy access to a range of multi-cultural resources to increase their awareness of ethnic diversity and the mathematical programme includes activities to enable children to practise number operation in practical ways. Activities planned to increase children's knowledge about themselves as babies and how they are growing enables them to understand the passage of time and children are encouraged to discover why things happen and how things work.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children take part in activities enthusiastically, are willing to undertake new experiences and concentrate and persevere. They relate well together, sharing tasks and resources and showing a caring attitude. Children are well behaved, listen to others in group activities and help each other to achieve. They are developing independence, selecting their own resources and taking responsibility for personal hygiene.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use a wide vocabulary during role play. They negotiate and explain their ideas and describe what they are doing. They listen attentively when learning songs and can link the sound and shape of many letters. Children recognise and write their own name and the more able can write other familiar words. They practise reading and writing in many situations, often during role play. They listen to stories and look at books frequently. Some listening activities cannot always be clearly heard.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are becoming confident in using mathematics, practising skills through practical activities. They count their pet fish and catch numbered fish cards in a game. Children match the number of beakers at snack time and calculate how much money to give in their shop and how many pennies are left. They measure and record, weigh different sized and shaped pasta and see how much water can fit in differing bowls. Children recognise shape and use a growing mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore and investigate everything around them. They 'excavate' in the garden and find treasure in sand. They use equipment such as viewers and magnets to support their learning and have daily access to computers. Children build and design, making a wall out of large lego and 'mud' cement and discover many things about the world around them. Through discussion and planned activities they find out about their own lives and that of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have many opportunities to develop physical skills, using both small and large equipment with skill. They use indoor and outdoor equipment to climb and balance and can confidently skip, hop, jump and run. They aim accurately and navigate obstacles competently. During role play they demonstrate they are gaining an understanding of their bodies, knowing to put sun cream on when going to the seaside and talking with each other about growing bigger.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children's imagination is fostered in many ways. They explore many differing mediums such as paint, textiles, sand and soil. Children enthusiastically join in role play and take on adult roles, becoming road repair men or archaeologists when digging. They know and enjoy a wide range of songs and rhymes and regularly practise making and moving to music. Children are able to express their feelings and emotions and are developing use of their differing senses.

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:
- the procedure for evaluating the overall provision so that learning opportunities are maximised.

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.