



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 511781

DfES Number: 596857

INSPECTION DETAILS

Inspection Date 23/02/2005
Inspector Name Linda Janet Witts

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Little Oaks Nursery Class
Setting Address C/o New Hartpury Primary School
Over Old Road, Hartpury
Gloucester
Gloucestershire
GL19 3BJ

REGISTERED PROVIDER DETAILS

Name The Committee of Little Oaks Nursery Class

ORGANISATION DETAILS

Name Little Oaks Nursery Class
Address Hartpury School
Over Old Road,,
Hartpury
Glos
GL19 3BJ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Little Oaks Nursery Class opened in 1997. It operates from an Elliot building in the grounds of the New Hartpury Primary School in the village of Hartpury in Gloucestershire. The nursery serves the village and surrounding rural area. It is managed by a committee which includes school staff, school governors and parent representatives.

Places are available for children in their pre-school year, and if places are available, from the first term after their third birthday. There are currently 17 children on roll, of whom nine are funded three-year-olds and eight are funded four-year-olds. Children attend for a variety of sessions. The group also supports children with special educational needs.

The nursery class currently opens three days a week on Mondays, Wednesdays and Fridays, during term-time. Extra sessions may be offered subject to demand. Core opening hours are from 09:10 until 11:40. Families may opt for children to bring a lunch box and stay until 12.30. Three part-time staff and a regular helper work with the children. All staff have early years qualifications and are child protection trained. The setting receives teacher support from the local Early Years Development and Childcare Partnership.

How good is the Day Care?

Little Oaks Nursery Class provides good quality care for children. The team of staff are well-qualified, experienced, enthusiastic and friendly. The group is exceptionally well organised and all adults working within the group have a clear understanding of their roles and responsibilities. Good use is made of space, time and resources. The indoor play environment is well maintained, attractively decorated with displays of children's work, positive images and learning materials. Outside areas are utilised well, providing a wealth of play opportunities. The group has an extensive range of high quality resources. Records are well maintained. Policies reflect group practice. The child protection policy lacks some detailed information.

Children are safe and secure. Supervision is very good. All staff and helpers demonstrate safety awareness and take action to minimise any risks within the play environment. Thorough written risk assessments have been produced, which are regularly reviewed. Good health of children is actively promoted. Children's snacks are varied, healthy and nutritious. Staff are child protection trained and most are trained in first aid.

Children are happy, excited and enthusiastic in their play. Staff plan an excellent range of activities, promoting children's all-round development. Themes are used effectively to enhance children's play and learning. Children select the activities they wish to join in and are able to freely access resources to extend or change activities. Staff have a superb knowledge of children's individual needs. Children with special needs are supported well. Children are well behaved and staff are good role models.

Partnership with parents is excellent and communication is very good. Parents are welcomed into the group and receive good information about the provision. Staff make time to talk to parents, sharing their children's achievements and provide regular newsletters about planned activities.

What has improved since the last inspection?

Improvement since the last inspection is good. A written complaints procedure, which includes contact details of the regulator has been produced and made available to parents. Information about children's special dietary requirements or allergies is now routinely gathered and recorded at registration. The child protection policy has been extended but does not include specific reference to procedures to be followed in the event of an allegation being made against a member of staff or volunteer. There is however, such reference in the group's disciplinary procedures.

What is being done well?

- Exceptionally well-organised group. All staff and volunteers have a clear understanding of their roles and responsibilities. All sessions are structured to make the best use of space, time and resources.
- Staff plan an excellent range of activities, using both indoor and outside space fully, promoting children's all-round development. They have a superb knowledge of children's individual needs. Each child is valued and nurtured in their play and learning. The results of this can be seen in the excitement and enthusiasm children show when attending. They enjoy every aspect of the pre-school session, have strong relationships with their carers and are confident to try new things. Staff know instinctively when to play an active part in children's play and when to stand back and let children play freely.

An aspect of outstanding practice:

Staff introduce children to themes in an exciting, meaningful way. For example circle time is used to initially introduce the theme of mini beasts; a large information book with magnified photographs of the life cycle of a butterfly, supported with suitable questions from staff, engage the children's attention. Children are encouraged to

investigate the attractively set out interest table giving them the opportunity to view water snails and caterpillars close up. Also on the table are reference books, magnifying glasses and plants at various stages of growth, which the children help to tend. The introduction leads into themed activities to further promote children's knowledge and understanding of the topic. They explore the outside area in search of mini beasts, paint and record their observations and ideas and use mini beast puppets and role play resources to engage in imaginative play based on what they have learnt.

What needs to be improved?

- the group's child protection policy to ensure that it clearly shows action to be taken in the event of an allegation of child abuse or neglect against a member of staff or volunteer

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
13	extend the group's child protection policy to include action to be taken in the event of an allegation of child abuse or neglect being made against a member of staff or volunteer.

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

How effective is the nursery education?

Little Oaks Nursery Class provides high quality nursery education. Children are making very good progress towards the early learning goals, in all areas of learning. Children are interested, excited and motivated to learn.

Teaching is very good. Staff have a clear understanding of the Foundation Stage, early learning goals and developmental stepping-stones. Planning and assessment methods used are effective. Regular assessment of children's progress results in a clear understanding of each child's learning. Assessments are used to inform future planning to ensure that activities are designed to help children move onto the next stage. Staff promote good behaviour and foster children's self-esteem. They make excellent use of the attractive indoor and outside learning environments and utilise resources to reflect planned themes and to promote children's all round development. Visits and visitors are used to enhance children's knowledge and understanding of the world.

Leadership and management are very good. The leader fosters team spirit, working closely with her experienced, enthusiastic, friendly staff and volunteer. The committee support staff well. They give good access to training and provide high quality resources and facilities. High child: staff ratios are maintained, enabling support of individual children, as appropriate. A strong relationship between staff and those working within the main school ensures a smooth transition for children into school. The leader effectively monitors and evaluates the provision for nursery education and the team are fully committed to providing high quality education.

Partnership with parents is very good. Parents are happy with all aspects of the provision; they are given regular newsletters, verbal and written reports about their children's progress. Parent feedback is regularly sought and they are encouraged to join children on trips and take an interest in their learning.

What is being done well?

- Staff are enthusiastic and experienced in their roles. They are skilled in behaviour management; they value children as individuals, praising good behaviour, fostering self-esteem; they are themselves good role models, who help children to understand the behavioural expectations within the setting.
- Staff are experienced practitioners who have created a print and number rich, well organised environment, conducive to children's learning. A broad range of activities is attractively set out and accessible storage enables children to select resources for themselves. An enticing interest table promotes children's curiosity, observation and examination of objects.
- Staff gather information about children from parents and continue to observe and assess children's progress. They build up comprehensive profiles, which

include annotated examples of children's work, sequenced photographic observations as well as written assessments. These are effectively used to share children's progress with parents and to aid their understanding of the Foundation Stage.

- Children show enormous enthusiasm to join in all activities offered. They are confident to try new things and keen to demonstrate what they know and can do.

What needs to be improved?

- the special educational needs co-ordinator's knowledge of the detail in the Code of Practice (2002) for the Identification and Assessment of Special Educational Needs, in respect of pre-school children, for her own personal development, and to further enhance the care of children with special educational needs

What has improved since the last inspection?

Not applicable as this is the group's first funded nursery education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are interested, excited and enthusiastic in their learning. They are confident and independent. They persevere at activities and are keen to demonstrate what they know and can do. Children are very sociable. They link up with others, play co-operatively and relate well to one another. Children are well behaved, good mannered and remind one another of the behavioural expectations within the setting. They are keen to talk about their families and show interest in the lives of others.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently and demonstrate an impressive vocabulary. They initiate conversation, including with unfamiliar adults. They talk about what they are doing and recall personal experiences in great detail. Children listen to stories, handle books carefully and know that information can be retrieved from books. They recognise their name and simple words. Children link sounds to letters and suggest words that rhyme. They mark make for different purposes and many can write their names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children competently count beyond ten and combine groups of objects. More able children offer solutions to problems. Children recognise numerals and use mathematical ideas within their play. They select resources by shape and size to fit, such as when completing jigsaws and in construction. They see similarities and match shapes. They talk about positions such as 'upside down', 'under' and compare their heights for example 'she's taller than me', 'we're really small, but I'm taller than you'.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious and observant. They explore the outdoor environment and enjoy trips into the local community. They examine objects on the interest table; look closely at tadpoles and mini beasts; watch and tend growing plants. Children construct with a range of materials using their own design ideas. They can operate simple equipment and have regular opportunities to use the computer. Children share experiences of special events in their lives and are introduced to different cultures.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move freely with pleasure and confidence. They bend, stretch, balance on one leg, hop, run, spin and negotiate steps and space. They follow the leader pushing wheeled toys, avoiding obstacles. They climb through tunnels and over structures. Children manipulate small resources well such as button threading, making peg patterns. They are shown how to cut safely and most use scissors skilfully. Children recognise the effect of exercise on their body and contributions to avoid poor health.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children are able to express themselves creatively. They paint, draw, create clay models and combine different media, using a range of techniques, using their own ideas. They select colours for a purpose and mix paints to make change colours. Children sing enthusiastically, controlling the sound of their voices. They play musical instruments and listen to music. They engage in role-play based on first hand and imagined experiences. Children talk about feelings and describe sensory experiences.

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 key issues but consideration should be given to :
- the Special Educational Needs Co-ordinator extending her knowledge of the Code of Practice (2002) for the Identification and Assessment of Special Educational Needs, in respect of pre-school children

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.