



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 134471

DfES Number: 517576

INSPECTION DETAILS

Inspection Date 28/06/2004
Inspector Name Claire Elizabeth Johnson

SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care, Creche Day Care
Setting Name Carterton Community College Play Unit
Setting Address Carterton Community College
Upavon Way
Carterton
Oxfordshire
OX18 1BU

REGISTERED PROVIDER DETAILS

Name Mrs Magdalen Davies

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

Carterton Community College Play Unit was registered in 1978. It operates from a porta cabin sited in the grounds of the college. The play unit is self-contained with a large fenced off outdoor play area. The play unit serves the local area. The unit runs all year round and offers a range of day care facilities. Groups include a Breakfast Club (4+ years), Playgroup (2-5 years), Crèche (0-5 years), After School Club (4+ years) and a play scheme and full day care for children aged 4+ during the holidays. All groups run in the one building at various times throughout the day. The unit has one large room divided off into different areas for play. Children are taken to 4 local primary schools following the Breakfast Club. There are currently 75 children on the roll, of these 30 attend the pre-school, 19 funded 3 year olds and 9 funded 4 year olds. In the pre-school there are no children with special needs attending or any who have English as a second language. At least half of the staff has a recognised childcare qualification.

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

How effective is the nursery education?

Carterton Community Play Unit provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Children make very good progress in their knowledge and understanding of the world; their understanding of computer technology is very good. The programme for physical development is acceptable but has some significant areas for improvements; access to the outside area is limited.

The quality of teaching is generally good. Staff deploy themselves well and involve themselves in children's play. Staff promote children's creativity and encourage children to develop their imagination in role play and when creating a piece of art work. Planning for the curriculum is generally good, however, not all staff are involved in this process resulting in lack of staff knowledge of learning outcomes in some areas. Assessments are made of children's progress and recorded but this information is not used to inform future planning.

Leadership and management are generally good. Staff meet regularly with management to monitor the provision. Staff's training needs are identified and appropriate training is undertaken. Management's knowledge of the early learning goals is good but is not being effectively shared with staff.

Partnership with parents is generally good. Parents are provided with plenty of opportunity to involve themselves in their child's learning through the sharing of books and a parent rota. This time is used to share children's progress records and discuss any concerns with the key workers. Parents are kept well informed about activities being undertaken by their children but not all information is kept regularly updated.

What is being done well?

- Children are skilled at using the computer. They confidently use the mouse to select from the software menu. They open and close programmes and navigate their way around the computer. They use the icons as picture clues when making their choice. Children use the keyboard to guide their characters around courses and use paint box programmes to create their own artwork.
- Children work collaboratively when designing and making using construction. Children building a house from large bricks engaged in ongoing discussion about their design and where to position windows and doors. As more children join them they discuss what changes to make to increase the house size and considered the feasibility of everyone's design suggestions.
- Staff provide good opportunities for children to develop imaginatively. At the

travel agents children research holidays in travel brochures, they use the globe to point to different places, make phone calls to make bookings and produce tickets for staff to take with them on their holidays.

What needs to be improved?

- the planning process to ensure all staff are clear of learning objectives and use assessment to inform future planning
- the planning and implementation of the curriculum for physical development to ensure children are learning the necessary skills as described in the stepping stones
- the use of the outside play area to extend the learning environment
- the opportunities for children to calculate and problem solve in everyday situations.

What has improved since the last inspection?

Limited progress has been made since the last inspection. The staff have addressed the issues but have not fully interpreted and implemented one of key issues.

At the last inspection a key issue raised was to provide greater access to resources for the support of physical development and ensure that children have opportunity to develop their physical skills. The group have further developed the outside area and increased the resources available to children. They are also planning on providing an all weather surface in part of the outside area to allow year round access. Children now select from a wider range of outdoor resources. However there is a weakness in planning the curriculum for physical development and staff are lacking knowledge of the skills children are developing during outside play. Planning does not clearly outline what children are learning and access to outside play is limited to a half hour play session each day.

The second key issue was to ensure that all staff are familiar with the Code of Practice on the identification and assessment of children with special needs. There are currently no children attending with special needs. Two staff have attended training on special needs and have relevant documentation in place to identify and monitor any children with special needs. All staff have been provided with a copy of the Code of Practice.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are settled and happily engage in activities. They come in and busy themselves immediately selecting from the range of resources available to them. Staff value children's work and children are developing high self-esteem. Children negotiate in their play and are learning to take turns. Children are well behaved and respond quickly to staff requests. Children are introduced to other cultures through festival celebration; however, resources to develop this area are limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Through a range of activities both structured and imaginative children make marks and understand that writing is for a variety of purposes. They have regular structured practices at name writing but rarely use this skill to label their own work. They are sharing books and learning that text has meaning, however, the book area is under used. Children interact well in small group discussion but opportunities to speak in a large group setting are limited to story time.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have daily opportunities to use number through hands on experiences and structured activities. They match numbers of objects with numerals and count beyond 12. Children are developing language to describe shape and size. Few activities provide the children with the opportunity to calculate and staff do not use everyday situations to set problem solving challenges for children.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are very competent in using the computer, children have the use of two computers and select their software through identifying icons. They are learning about the natural world and are involved in the improvement of the outside area. Children are developing good designing skills and work collaboratively when using construction. Staff provide links in their planning to develop the children's understanding of their community and events in their own lives.

PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are developing their fine manipulative skills using a range of tools and materials. Children select from a range of outdoor play equipment where they climb, travel and use their skills when manoeuvring bicycles. However, access to the outside play equipment is restricted and staff knowledge of children's physical development curriculum is limited.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children explore colour, shape and form in a range of activities. Staff promote children's creativity and encourage them to select resources and materials for themselves. Good provision is made for imaginative play and staff help to develop the children's thinking. Children sing songs from memory but access to explore instruments and develop musically is limited.

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

- involve staff in the planning process to ensure they are clear of the intended learning outcomes and use assessment to inform future planning
- develop the planning and implementation of the curriculum for physical development and extend the use of the outdoor environment
- increase opportunities for children to calculate and problem solve in everyday situations.

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.