



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133468

DfES Number: 516958

INSPECTION DETAILS

Inspection Date 18/03/2004
Inspector Name Jane Melissa Hull

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Woodstock Under Five's Association (WUFA)
Setting Address Recreation Road
Woodstock
Oxford
Oxfordshire
OX20 1NZ

REGISTERED PROVIDER DETAILS

Name The Committee of Woodstock Under Five's Association 295358

ORGANISATION DETAILS

Name Woodstock Under Five's Association
Address C/O Mrs Beccy Hall
WUFA, Recreation Road
Woodstock
Oxfordshire
OX20 1LN

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

Woodstock Under Five's Association opened in approximately 1971. It operates from a self contained unit in the grounds of Woodstock Primary School in Woodstock. The group serves the local area.

There are currently 71 children from 2 to 5 years on roll. This includes 21 funded 3 year olds and 1 funded 4 year old. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and none who speak English as an additional language.

The group opens 5 days a week during school term times. Sessions are from 09:00 until 15:30 and incorporate a lunch club.

Nine staff work with the children, four of whom have early years qualifications to NVQ level 2 or 3. Three staff are currently working towards a recognised early years qualification. The setting receives support from a mentor 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?

The nursery education at Woodstock Under Five's Association has significant weaknesses. Children are making generally good progress in mathematics, physical and creative development and knowledge and understanding of the world. They are happy in the group and are developing confidence whilst undertaking a varied range of play and learning opportunities including outdoor activities. Children's progress in personal, social and emotional development and communication language and literacy has significant weaknesses.

The quality of teaching has significant weaknesses. Staff create a welcoming and visually stimulating environment for the children and build informal, caring relationships with them. Some teaching lacks enthusiasm and not all staff undertake effective interactions with children at play. Planning lacks detail and in particular, does not include planning for the challenge of more able children. Progress records are insufficiently detailed and not used to gain up-to-date information about children's progress to inform planning. Staff do not make best use of the available space, which results in a limited amount of equipment being stored within children's reach to encourage them to work independently.

Leadership and management has significant weaknesses. The management team are committed to improving the standards within the setting but lack some confidence in addressing some of the identified weaknesses in teaching. The supervisor leads the team by example but there are insufficient systems in place to monitor and review the provision for nursery education.

Partnership with parents is generally good. Parents receive information about the setting and what their children are doing. They have opportunities to assist in the group and discuss their children's progress with staff. Parents do not routinely share records of their children's progress with staff and are not encouraged to contribute to these.

What is being done well?

- Staff provide children with a welcoming environment in which they are happy and are developing confidence.
- Staff incorporate mathematics into many activities. Children are developing their counting skills and an awareness of calculation through a range of enjoyable activities. They use mathematical language to describe size, shape and position in their play.
- Children undertake a varied range of activities and enjoy outdoor play. They play well together and communicate confidently when exploring real or imaginary experiences.

What needs to be improved?

- planning, in particular, to detail how more able children will be challenged
- effectiveness of some staff's interactions with children
- organisation of the room, to make best use of space and provide children with access to additional resources
- variety of resources for construction
- role play to enable children additional opportunities to explore imaginary events and places
- children's use of the computer
- opportunities for children to write independently and for a variety of purposes
- records of children's progress and the use of the information gathered from these
- opportunities for parents to contribute to records of their children's progress.

What has improved since the last inspection?

The last inspection concluded in a point for consideration, of further enhancing the provision to help the setting to improve even further. Since this inspection there have been several staff changes and the provision for nursery education now has some significant weaknesses.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are happy and confident. They enjoy a range of activities in the visually stimulating environment and enjoy outdoor play. Children are developing skills in working in a group and taking turns. They are developing independence. Children are developing a sense of community and are learning that people have different needs, views and cultures. Children have limited opportunities to select their preferred resources and occasionally lack sustained interest in activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children are confident communicators. They speak out in a group and use language competently when playing together. Children seek out books for independent use and are encouraged to use them for reference. Children do not routinely attempt writing and are not routinely encouraged to write their names or to write for a variety of purposes. Some three year olds struggle to retain concentration during group activities.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are developing their mathematical skills in a range of play and learning opportunities. They are confident in number work and three year olds count objects beyond six. Children are learning the concepts of shape, size, quantity and position and are developing an understanding of calculation. They are developing mathematical ideas and use methods to solve problems. Children create and recognise simple patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children identify and find out about living things and objects. They are learning about the place in which they live and the world beyond. They build and design freely but have access to a limited range of construction toys. Children do not have suitable access to the computer. Children are learning about the beliefs, customs and cultures of others. They are developing a sense of time and enjoy finding out about past events in their families' lives.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are developing confidence in movement and an awareness of space. They are able to travel under, over and through balancing and climbing equipment and manoeuvre bicycles well. Children enjoy regular opportunities to develop their large motor skills. Children are learning good practices with regard to exercise, eating and personal hygiene. They are developing skills in using tools but do not routinely have access to a varied range during sessions.

CREATIVE DEVELOPMENT

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| Judgement: | Generally Good |
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Children explore colour, shape and texture in a range of art activities including free painting. They enjoy singing and the regular use of musical instruments. Children enjoy role play and learn about the world around them for example, when the home corner becomes a garden centre or a chinese restaurant. However these opportunities are not frequently available.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- ensure that all staff are effectively deployed to support children in their play and learning
- review the organisation of the group to ensure it provides children with an orderly environment that enables them to select their preferred resources
- develop planning to include greater detail and to include how activities will be adapted to challenge more able children
- develop records of children's progress to clearly indicate their progress over time, to identify the next steps in their learning and use this information to inform planning
- provide children with further encouragement to make marks and write for a variety of purposes.

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.