



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 133499

DfES Number: 547368

### INSPECTION DETAILS

Inspection Date 09/11/2004  
Inspector Name Loraine Wardlaw

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name The Old School Nursery  
Setting Address School Lane  
Stanton St. John  
Oxford  
Oxfordshire  
OX33 1ET

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name The Old School Nursery  
Address School Lane  
Stanton St. John  
Oxford  
Oxfordshire  
OX33 1ET

## 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

The Old School Nursery is a family run setting and opened in 1989. It operates from the gymnasium of the old school building in Stanton St. John, Oxfordshire. The Nursery serves the local area.

There are currently 42 children from one year to five years on roll. This includes 15 funded three year old and five funded four year olds. Children attend for a variety of sessions. One child has special needs and the group supports four children who speaks English as an additional language.

The group opens five days a week all year round. Sessions are from 8:00 until 17:30.

Five part time and four full time staff work with the children. Six staff have early years qualifications to National Vocational Level three and one member of staff is currently on a training programme. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

The Old School Nursery provides good quality care for children. An experienced, qualified staff team offer a vibrant, caring and nurturing environment where children can explore and play happily under good supervision. Children have access to a safe, secure setting and staff use resources creatively to offer a range of experiences. Good policies and procedures underpin the smooth running of the nursery and most paperwork is up-to-date.

Staff place good emphasis on children's safety and well being. They effectively meet their individual needs and have a good understanding of equal opportunities and of children with additional needs.

The nursery provides an exciting and stimulating range of activities and resources for

all children to enjoy. This effectively aids their development. Young children are sensitively cared for and comforted by staff. All children have the opportunity to sleep during rest time, but some become distracted by those children who choose not to rest. Staff are experienced in promoting good behaviour. Children behave well and understand the expectations within the setting.

The nursery builds very good relationships with parents and carers. Staff keep parents fully informed of their child's care and work together providing a good foundation for the child's future.

#### **What has improved since the last inspection?**

At the last inspection the setting were required to carry out risk assessments on the outside area. These assessments regularly take place which now ensure that children can access a safe wooded area, field and concrete area during their play.

#### **What is being done well?**

- The nursery offers an outstandingly bright and welcoming environment, with children's art and craft work on display throughout the room, on windows and hanging from ceiling. Children of all ages have plenty of space to move around both inside the nursery and outside. For example all age groups sweep up the wet leaves outside, or explore the small wooded, grass area.
- Children explore and play in a rich family orientated environment. All age groups experience a stimulating range of well planned, age appropriate activities, with a good emphasis on outdoor play. Staff relate to children extremely well and build good relationships with them. An extensive selection of toys, books and equipment are available for all age groups, some of which are of high quality.
- High priority is given to children's safety; staff are vigilant about security, know the fire procedure and carry out checks to ensure that the building and garden are safe to receive children .
- Staff put a strong emphasis on meeting the individual needs of children. Staff understand the equal opportunities policy and put it into practice well by ensuring that all children feel included, loved and valued. The manager is very experienced and knowledgeable about special educational needs. She is skilled at identifying children with special needs and the staff team support and nurture children to meet their full potential. The setting has excellent regard to the code of practice.
- Staff use a lot of praise and encouragement to promote good behaviour. They are all consistent and sensitive in their approach and give good explanations or use distraction when dealing with unacceptable behaviour.
- Partnership with parents is very strong. Parents talk knowingly and very positively about the nursery. There is very good communication between staff and parents, good respect for parental wishes and an 'open door' policy to encourage families to become involved in the nursery.

**What needs to be improved?**

- the sleeping arrangements during 'rest time'
- the documentation regarding children's medication records

**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
4	re-organise the children's sleeping arrangements during 'rest time' to ensure that the children who wish to play do not distract those who need sleep and rest.
7	ensure parents sign the medication records acknowledging that medication has been administered.

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

### How effective is the nursery education?

The Old School Nursery provision is of high quality. Children are making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff manage children's behaviour very positively, consistently and with understanding. Staff have a secure knowledge of the Foundation Stage curriculum, offering fun, exciting activities and place a high emphasis on children progressing at their own pace. Planning is effective, covers all curriculum areas and is easily put into practice. Staff set good challenges for children by their skilled practice and their in depth knowledge of the them. Staff interact very well with children; they ask open ended questions and are able to pitch their practice to the children's varying needs. Children with special educational needs are well supported by staff and are included well. Good use of time and the excellent resources create a stimulating learning environment, both indoors and out.

The quality of leadership and management is very good. The strong leadership team are highly committed to offering quality education to children. An effective programme of training is available for all staff, and ongoing reviews and assessment of practice contributes to this high level. The enthusiastic manager, is an excellent role model and leads a caring team, who work very well together.

The partnership with parents is very good. Parents have access to very clear information via a comprehensive parent pack and a large notice board .They are encouraged to be involved in their child's learning experience by taking home the children's writing file or coming to nursery to help. Parents are very supportive of the setting they take part in sponsored events and speak knowingly and highly of the setting.

### What is being done well?

- Staff create a well planned, rich and stimulating environment where children learn through a wide range of practical play opportunities and experiences. The excellent learning programme, the good use of time and daily routines, ensure children are making very good progress across all areas of learning.
- Children are keen and very well motivated learners; they demonstrate good levels of concentration. They take on responsibilities during the nursery routines and are building high levels of confidence and self esteem. For example, children proudly take on the job of fruit monitor and give out fruit to all the children who are seated at a large table.
- Staff are adept in developing children's language; they question children effectively, encouraging them to think ,contribute their ideas and offer children new vocabularly.Children are developing exceptional literacy skills; they confidently talk about letters and sounds of the alphabet and progress to

reading three letter words.

- The teaching programme for special educational needs is particularly strong. Staff are experienced practitioners in identifying children with additional needs and have good liaison with other outside agencies and professionals.
- Staff build excellent relationships with parents. Together they discuss children's learning targets and offer ideas to parents on how to help children progress. The partnership with parents often continues when a child has moved on to school.

**What needs to be improved?**

- the accessibility of an increased range of tools for children to use independently.

**What has improved since the last inspection?**

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children show high levels of involvement in activities are excited about their learning opportunities. Children have an excellent sense of belonging to the family orientated group, and respond well to the daily routines. They can confidently sing to the group. Children form very good relationships with adults and children. They play harmoniously together outside. Children's behaviour is very good; they learn to be helpful ,show care and concern for others and are developing good manners.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak to their peers and to adults with confidence; they often have lengthy conversations. They are able to recall past experiences well and are very good at talking through their imaginative ideas. They enjoy looking at rhyming words and alliteration. Children are very attentive at story time and join in enthusiastically. Children can recognise their name and have a good understanding that print carries a meaning. Emergent writing takes place in practical play.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are very confident in counting and the recognition of numerals. Some children achieve beyond the early learning goal when they leave the setting. Children are becoming very familiar with understanding and solving simple number problems; for example they count segments of an orange and combine two segments with three. Children are able to recognise shapes, match colours, make patterns and talk about quantity and size, in the continuous curriculum.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy exploring and investigating with a range of materials which includes all their senses. For example they observe onion roots growing, make a 'volcanoe' out of vinegar and bicarbonate and look closely at an African snail. Children design and construct with a wide range of resources. They often complete a large scale 'build' as a group- they recently replicated a monument in Helsinki made out of cylinders. Children know how to use every day technology equipment such as the computer.

## **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children are able to move confidently, safely and with control during the music and movement. They carefully manoeuvre trucks, carts and wheelbarrows, pushing and pulling them around while collecting wet leaves. Children have a good awareness of their own needs and of healthy practices; one child was selecting 'a healthy lunch' to go in the lunch box on the computer. Children use malleable materials, and tools but children would benefit from more opportunities to use a wider range of tools.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have excellent opportunities to explore colour, texture, shape through well planned art and craft activities. Children are enthusiastically and excitedly join in the singing tape to favourite rhymes. They enjoy using their imaginations in well set up role play areas such the café, in child initiated role play outside or when the climbing frame becomes a castle or pirate ship. Children are inspired when they paint with beautiful colours and produce some imaginative paintings.

**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:*

- explore ways in which children can independently access an increased variety of tools.

*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.*