



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 129390

DfES Number: 546117

INSPECTION DETAILS

Inspection Date 04/10/2004
Inspector Name Sheila Harrison

SETTING DETAILS

Day Care Type Full Day Care, Sessional Day Care
Setting Name St Barnabas Pre-School
Setting Address St Barnabas Church Hall
Queens Square, Adeyfield
Hemel Hempstead
Hertfordshire

REGISTERED PROVIDER DETAILS

Name The Committee of St Barnabas Pre-School

ORGANISATION DETAILS

Name St Barnabas Pre-School
Address St. Barnabas Church Hall
Queens Square, Adeyfield
Hemel Hempstead
Hertfordshire
HP2 4HY

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

St Barnabas Pre-School is affiliated to the church and is committee run. It opened over 20 years ago and operates from the church hall. They have use of a large hall, an adjacent kitchen, a covered walkway to the church or secure outside area. A room upstairs is used for the younger children. It serves the local area.

There are currently 64 children from two to five years on roll. This includes 21 funded 3 year olds. Children attend for a variety of sessions. The setting currently supports a number of children with special needs and children with English as an additional language. The group opens five days a week during school term times.

Sessions are from 09:15 until 12:00 Monday to Friday with a lunch club from 12:00 until 13:00. There is an afternoon session from 13:00 until 15:30 Monday and Thursday only.

Twelve part-time staff work with the children. Five staff have early years qualifications to NVQ 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from a teacher/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 provision for nursery education at St Barnabas Pre-School is of good quality overall. Children are making generally good progress towards the early learning goals.

Some staff have a useful knowledge of the Foundation Stage and some make limited use of the curriculum guidance. Planning is normally linked to the six areas of learning. Staff are beginning to observe the children and record their progress through an effective key worker scheme. However, some expectations do not always match what a child can realistically achieve. Staff deployment at story and snack time, impedes the children's concentration.

Children have access to a range of worthwhile activities, although some are directional without children building on their ideas or encouraging their independence. They make decisions in selecting resources from a wide range chosen by the adults each day. The staff are kind and friendly towards the children and use praise to encourage them in their work and play. Children appear content and generally well behaved.

Appropriate systems are in place to support the children identified with special educational needs, although they lack experience in strategies for children with English as an additional language.

Leadership and management are generally good. Some staff are committed to training and professional development. They have informal discussions and team meetings to evaluate the sessions. However, systems to monitor the educational programme and suitable teaching methods are not sufficiently developed.

The partnership with parents is generally good and contributes positively to the children's progress towards the early learning goals. Children's learning is shared with the parents informally at the end of the session and records of achievements are taken home when a child leaves the group.

What is being done well?

- Staff build easy and trusting relationships with children. They generally manage the children's behaviour well. Staff monitor the children's progress, making observations on each child through the useful key worker scheme.
- A staff member has developed a comprehensive set of cards linked to the Foundation Stage that give objectives for each activity and useful prompts to extend children's learning.
- Staff have an effective working relationship with the parents and are aware of the importance of good two way communication on a daily basis. They foster

the children's self-confidence through knowing the children's families well.

What needs to be improved?

- staff's knowledge and understanding of the Foundation Stage and early learning goals to plan, assess, support and extend the children's play and learning
- the use of time, resources and accommodation to inspire children and encourage them to initiate their own learning.

What has improved since the last inspection?

n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have established good relationships with the adults and their peers. They show consideration for each other and are developing a sense of right and wrong. Children are beginning to extend their independence with the choice of some resources. This could be further encouraged within the routine of the setting. Staff support children to talk about their families and acknowledge family celebrations.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children talk confidently to each other and adults. Children handle books correctly with enough books in easy reach, although few are non-fiction and some are torn. Some children are excited to hear a favourite story and rhymes. They follow simple instructions although the staff deployment impedes their ability to listen and concentrate. They have the capacity to see their names and practise their pre-writing skills, but few chances for meaningful writing in a variety of role-play situations.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count although there are limited occasions during the daily routine to encourage children to use number or consolidate mathematical language. Children make patterns and sequences whilst painting and threading activities. They enjoy number rhymes, but staff missed chances to model subtraction in a practical context. Children are learning the names for shapes but do not experience the properties in a useful way.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are beginning to develop a sense of time using the calendar, taking part in Harvest Festival and acknowledging other festivals. They use small and large-scale road safety equipment and are expecting a visit from the road safety officers. Children design and build using a variety of construction kits and pathways with a train track and roadway. There are chances to explore the properties of water and dough. Children have few choices to use machines or technology.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have valuable opportunities to develop control over their bodies, such as running, jumping, pedalling tricycles and use of the low balancing beams either outside or in the church. Incidents to feel the effects on the body of exercise are limited. They play cooperative games with the parachute. Children are generally supported to hold pencils and use scissors although they have limited free chances to freely practise these skills.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children daily use paint and sticky materials in sufficient quantities. Staff plan regular chances for children to experience an adequate range of media, but these do not always encourage children to express their own ideas. Children experience a wide range of role-play situations, supported by suitable dressing up clothes and small world play. They listen to a music tape at tidy up time, but have few chances to participate in music and movement or listen to different types of music.

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

- develop staff's knowledge and understanding of the Foundation Stage and early learning goals to plan, assess, support and extend the children's play and learning
- improve the use of time, resources and accommodation to inspire children and encourage them to initiate their own learning.
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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.