



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 402528

DfES Number: 541193

INSPECTION DETAILS

Inspection Date	18/11/2004
Inspector Name	Ron Goldsmith

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Barnton Pre-School
Setting Address	Barnton Primary School, Townfield Lane Barnton Northwich Cheshire CW8 4QL

REGISTERED PROVIDER DETAILS

Name	. Barnton Pre-School Committee
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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

The provision is registered to care for 24 children age 2 to 5 years and is open for five mornings and five afternoons per week. There are three qualified members of staff, one qualified volunteer and two members of staff completing a qualification. There is support by volunteer parent/helpers and a voluntary management committee. The provision is located within the village primary school. There is a separate kitchen area and a separate activity/play room. There are currently two children with special educational needs and no children who speak English as an additional language.

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

How effective is the nursery education?

The provision is of high quality. Children are making very good progress towards the Early Learning Goals, in all six areas of learning. They are happy and confident within the setting and demonstrate a high level of involvement and enjoyment in activities provided.

The quality of teaching is very good. Staff demonstrate a secure knowledge and understanding of the early learning goals and plan an effective curriculum which enables children to make very good progress. Written observations and assessments of children are used effectively to inform future planning, although staff have identified that they would like to further develop the evaluation of the planning. Staff provide a stimulating and varied environment and children have access to good quality and plentiful resources. Staff support, encourage and challenge children's thinking using questioning techniques and good intervention. Children's independence can be further developed at snack time.

The leadership and management of the setting is very good. The staff are committed to developing the care and education for all children who attend. The operational plan is good with comprehensive policies and procedures. These are reflected in practice and have a positive impact on both children and staff. Strong leadership supports a very good working environment and ensures high standards.

The partnership with parents is very good. Parents are encouraged to be involved in their children's learning and strong links have been developed with home and the setting. Parents have good opportunities to share what they know about their child and are well informed about their child's progress and achievements. Parents are given good-quality verbal and written information about the setting and the nursery education.

What is being done well?

- Staff use their knowledge of the Foundation Stage to plan activities to meet children's individual needs. They provide an effective curriculum covering all areas of learning. They support, encourage and challenge children's thinking and provide a stimulating environment, where children are clearly valued and included. Staff have a warm relationship with the children and act as good role models.
- The effectiveness of the leadership and management in assessing and monitoring the provision for nursery education. The observations and monitoring of children's achievements ensure the planning of future activities are based on individual learning needs of the children.
- There is a good balance of free play and adult initiated activity within the setting. Children are able to choose from a wide range of play materials which

are easily accessible to them. They have freedom of movement to alternate from one activity base to another.

- Children show interest and are confident and secure within the setting. They enjoy the activities and make very good strides in learning.
- Effective systems are in place for keeping parents informed about their children's achievements and progress.

What needs to be improved?

- opportunities for children to develop their existing skills of personal independence
- the process of evaluating planned activities to meet the needs of individual children

What has improved since the last inspection?

Not applicable - this is the first education inspection.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Very Good
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Children are happy, confident and secure within the setting. Children's behaviour is very good. They are kind and considerate to each other and treat each other with respect. They develop their confidence from having opportunities to be independent in selecting their own activities and putting things away. They are becoming increasingly self-reliant. Children demonstrate a high level of involvement in activities, they show an interest, concentrate and are motivated to learn.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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All children communicate well with each other and the staff, using language with increasing confidence and developing skill. They are confident when speaking in groups. Children are beginning to recognise their own names, can match sounds to letters and letters to form words, responding enthusiastically to Jollyphonics. Children enjoy stories and participating in actions for songs. They freely select books, sharing them with other children and have many opportunities to use their writing skills.

MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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The children have opportunities to use their counting skills, they count to 10 and some children beyond. They understand addition and subtraction, as they add and take away in their songs and rhymes. They talk about position and size as they build towers and roads with construction blocks and identify shapes in creative work.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Very Good
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Children learn about the environment through observing the immediate surroundings. They talk about snowfall when they come in to the setting. They examine and explore a wide range of objects, materials and living things by using their senses. They are developing an awareness of the wider world as they celebrate festivals and special events. They have access to computers where they show confidence and use them well.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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There are many opportunities for children to develop strength and balance through outdoor play. They move confidently, imaginatively and with safety when playing musical chairs. They successfully test their skills in a variety of situations including using climbing apparatus, slides and balancing equipment. They handle small tools such as scissors, writing implements, brushes and glue spreaders with good control.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
<p>The children enjoy exploring colour in imaginative ways through art and craft activities. They express and communicate their ideas, thoughts and feelings as they role play in the home corner and sing 'The Farmer's in His Den' to themselves. They respond to what they see, taste, touch and feel when experimenting with making cake toppings. They use small equipment well, fitting, building and construction kits with dexterity.</p>	

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 two points for consideration;
- provide further opportunities for children to develop their existing skills of personal independence
- devise a system to monitor the progress of activities which have been planned to meet the needs of individual 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.