



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 260892

DfES Number: 581447

INSPECTION DETAILS

Inspection Date 17/01/2005
Inspector Name Carly Louise Mooney

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Barnack Pre-School
Setting Address The Mobile
Barnack Primary School, Barnack
Stamford
Lincs
PE9 3DZ

REGISTERED PROVIDER DETAILS

Name The Committee of Barnack Pre-School Committee 1002797

ORGANISATION DETAILS

Name Barnack Pre-School Committee
Address The Mobile
Barnack Primary School, Barnack
Stamford
Lincs
PE9 3DZ

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

Barnack Pre-School has been running for more than 30 years and operates from a mobile building, in the grounds of Barnack Primary School, near Stamford. A maximum of 16 children may attend the pre-school at any one time. The pre-school is open each weekday, except Thursdays, from 09:00 to 12:00hrs term-time only. Thursday sessions operate, during the summer term, for those children due to start school. Children have access to a secure, enclosed, outdoor play area.

There are currently 17 children aged from two to under five years on roll. Of these, 14 children receive funding for nursery education. Children attend from Barnack and the surrounding villages. The pre-school is able to offer support to children who speak English as an additional language and those with special educational needs.

The pre-school employs seven staff. Four of the staff, including the supervisor, hold appropriate early years qualifications.

How good is the Day Care?

Barnack Pre-School provides good quality care for children.

Children's pre-school life is enriched by participating in a variety of meaningful, and interesting, activities which ensures excellent progress is made in all areas of their development. Children are happy in the calm, and relaxing, environment. They have developed positive, close relationships with all staff members and thoroughly enjoy their time in the group.

Children behave very well in response to the sensitive support, and effective behaviour management techniques, employed by staff. They ensure basic health and hygiene procedures are adhered to at all times and provide a variety of interesting, and unusual, snacks such as Naan bread. Staff have a very clear understanding of safety issues, with activities such as woodwork being carefully risk assessed and supervised, to ensure that risks to children's safety are kept to a minimum.

The setting is well-resourced, both inside and outside, and equipment used effectively to support children's development. Celebrations of festivals, and life in other countries, enable children to gain respect for other cultures and faiths. Staff demonstrate a clear understanding of child protection and special needs and have effective procedures in place. All children are treated with equal concern and respect.

There is immense support for the pre-school from all parents who attend 'joining-in days', provide snacks and regularly fundraise. They are kept very well informed of their child's progress and are invited to pass comment on their records of achievement. Documentation is extremely well-organised and maintained.

What has improved since the last inspection?

The pre-school has made good progress in addressing the action from their last inspection and now have a complaints procedure available for parents.

What is being done well?

- Resources are well-used to stimulate children, and engage them in worthwhile activities, to develop new skills.
- Children are happy and confident. They are able to play in a calm, and relaxing, environment where they move about freely.
- Parents are warmly welcomed into the group and provided with clear, detailed information on the pre-school's policies and procedures.
- Staff demonstrate a good understanding of the records to be kept. They are extremely well-organised and maintained to a high standard.

What needs to be improved?

- There are no specific areas for improvement identified but it is recommended that the pre-school continue to update their knowledge of current childcare practice, and issues, through attending regular training.

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
1	Continue to update knowledge of current childcare practice and issues through regular training.

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

How effective is the nursery education?

The Nursery Education at Barnack Pre-School is very good. Children are making very good progress in all areas of learning.

The quality of teaching is very good. Staff are extremely secure in their knowledge of the early learning goals. They involve the children in worthwhile discussions to extend their learning and use effective questioning techniques. Staff successfully combine their experience, and knowledge, to provide children with clear instructions and realistic boundaries. A wide range of good quality resources are very well used to support children's learning. Children are regularly assessed, and planning is evaluated effectively, to influence future plans and support children's individual development.

The leadership and management of the nursery is very good. Staff demonstrate a clear commitment to assessing, and improving, the effectiveness of their provision. They constantly monitor, and evaluate, planning and children's achievements each term. Staff are very supportive of each other, during the session, and are clear in their individual roles and responsibilities. They provide clear guidance to all helpers within the group. An effective procedure is in place for the induction and vetting of staff and regular appraisals are carried out to assess staff in their personal development.

Partnership with parents and carers is very good. Parents are provided with detailed information about the setting and foundation stage curriculum. They are fully involved in the life of the pre-school and attend 'joining in days' on a regular basis. Notices and newsletters provide parents with information, on themes and activities their child is participating in, and how they can contribute to the learning. Good opportunities are given for parents to be updated on their child's progress through records of achievements, parents evenings and daily discussions.

What is being done well?

- Children's personal, social and emotional development is very well fostered. Staff provide a stimulating environment where children are confident and happy.
- Staff have an excellent understanding of the early learning goals. They plan, and organise, a range of interesting practical activities to provide children with a broad choice and balance within the routine.
- An effective partnership with parents and carers is promoted well through clear written and verbal information. Parents are warmly welcomed into the group and encouraged to be actively involved in their child's learning.
- Staff are very committed to the monitoring and evaluating of children's achievements and how these findings can be used to influence future

planning and targets.

What needs to be improved?

- opportunities to develop balancing and climbing skills.

What has improved since the last inspection?

The setting has made very good progress since the last inspection. No key issues were identified. Evidence was seen at this inspection that the two points for consideration regarding music and letters of the alphabet have now been addressed.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are extremely confident and motivated to learn. They independently choose resources, try new activities and speak in familiar groups. They fully understand the group rules and know routines well. Close relationships have formed with each other, and supportive staff, who help children successfully understand concepts of sharing and turn-taking. Children are given many opportunities to develop their personal independence, such as, pouring their own drinks and tidying away resources.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen well in group situations, they actively engage in conversations and share their thoughts and ideas with others. A variety of interesting activities to promote children's mark-making is provided, such as in role-play, as they play for petrol and chalk freely outside. Children are able to write their own name and some recognisable letters. They enjoy story-time and are confident to join in. They look at books independently and handle them with care.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show good interest in numbers and demonstrate their ability to count to 10 and beyond. They use number in everyday situations, such as, counting the number of children present at register time. Children recognise a range of shapes and are able to find, and compare, shapes in their environment. They learn about colour, shape and size through a range of practical activities, such as, play dough circles and using measuring tape to measure their constructions and towers to compare lengths.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children explore their surroundings with interest, commenting on the weather, and patterns made by footprints in the mud. Interesting topic work enables children to discover more about the world in which they live, develop an understanding of cultures, and beliefs of others. Children use a computer, and other programmable toys, during their play. They are able to print their work to display. Children are confident to build and construct with wood using saws, hammers and nails during woodwork.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move well, and with confidence, on a range of large equipment, although there are inconsistent opportunities to develop their balancing and climbing skills. They enjoy manoeuvring sit-on toys, in and out of cones, and are able to steer and adjust their speed accordingly. They demonstrate good hand control when using scissors and completing jigsaws. Staff ensure children are made aware of health issues, and promote healthy eating, through topic work and routine activities.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children use a variety of interesting materials such as dough, paint, peat and wood to communicate their ideas and explore texture, colour, shape and form. They are imaginative in their play as they fill their cars with petrol and play alongside each other in the home corner. Children independently use a tape recorder, to listen to different types of music, and enjoy exploring sounds freely with musical instruments and plant pots and spoons in the garden. They confidently sing familiar songs.

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 identified. The point for consideration is to:
- Extend opportunities for children to develop their climbing and balancing skills on a regular basis.

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.