



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 136021

DfES Number: 518685

INSPECTION DETAILS

Inspection Date	31/03/2003
Inspector Name	Kimberly Negravi

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Lincombe Barn Playgroup
Setting Address	Lyncombe Barn, Overndale Road Bristol Avon BS16 2RW

REGISTERED PROVIDER DETAILS

Name	Ms Anthea Arnold
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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

Lincombe Barn Playgroup in Downend, South Gloucestershire opened in 1968. It serves the local community. The playgroup operates from a large hall and music room. Toilets are outside the main playroom which the children are escorted to and from. The kitchen is for adults use only.

The playgroup provides sessional care for 26 children aged between two and a half and five years old. This includes three and four year old children who are funded through the Nursery Education Grant.

There are currently 18 children on roll, including three funded three-year-old children and one funded four-year-old.

The playgroup opens three days a week during school term times, sessions last from 9.15am to 11.45am.

The playgroup is managed by the Barn Committee on which parent representatives may sit.

There are four staff who work with the children. The staff have appropriate early years qualifications.

The group receives termly support from the Local Education Authority teacher. The group can cater for children with English as an additional language and children who have special needs.

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals. Teaching is generally good and staff have a clear understanding of how children learn. Staff plan a good range of activities which capture the children's interest. They have developed good questioning techniques to extend children's learning and encourage them to think. Staff work hard to provide an inviting environment. Resources are good, clean, safe and organized. Plans lack the aims and learning intentions for all six areas of learning.

The management and leadership is generally good. There is a well qualified and dedicated staff team whose commitment to continuing improvement is evident. They have worked hard to meet all the actions from the last inspection. They state they will access support from the partnership in order to improve the planning. Staff work well as a team. Staff do ask parents to evaluate the provision via a questionnaire.

The partnership with parents is very good. Staff provide clear, comprehensive and easily accessible information on all aspects of the group to the parents. Staff make a considerable effort to advise parents about the activities their child will participate in.

What is being done well?

- Children are making generally good progress in the six areas of learning.
- Staff provide an interesting and stimulating environment.
- Staff have developed good questioning techniques to encourage children to think.
- Staff make good use of resources.
- Staff value the importance of developing a good working relationship with parents.
- Staff work well as a team and are committed to continually improving the playgroup for the children and their parents.

What needs to be improved?

- - plans to include the aims and learning intentions for all six areas of learning; how the needs of individual children will be met; how staff will be deployed to ensure that all activities will be supported.
- -opportunities for children to choose and experiment with art and design materials for themselves.
- -incidental opportunities for older children to write their own name.

What has improved since the last inspection?

The group has made generally good progress since the last inspection. Staff have developed good questioning techniques to encourage children to think. Staff are aware of the desirable learning intentions for all activities although this is not always written on plans. Opportunities are provided for children to link sounds to letters. Children communicate in a variety of ways although older and more capable children are not always provided with incidental opportunities to write their names. Staff use resources to help children to recognize patterns. Planning does not demonstrate how often children are given the opportunity to recognize and recreate patterns. The Special Education policy has been amended to include Procedures for staff if they have concerns about a child.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in personal, social and emotional development. They are learning to share, take turns and show concern for others. Children's behaviour is good and staff expectations are clear and consistent. Through well planned activities children are aware of the community around them.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are making generally good progress in communication, language and literacy. Activities are well planned to allow children to link sounds to letters and understand that print carries meaning. Older children can recognize and write their names. Younger children are beginning to recognize the first letter in their name. Reference books are used to support children's learning. Older children could be given more opportunities to write their name.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in mathematical development. Children count in everyday activities and some children can recognize numerals. Staff provide many opportunities for children to use addition, subtraction and mathematical language. Children have good shape and colour recognition. Opportunities for children to recognize patterns are not planned for.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children are making generally good progress in knowledge and understanding of the world. Well planned topic work allows children to be introduced to different cultures and beliefs. Children are given the opportunity to explore the community in which they live. Children are given lots of opportunity to explore and investigate a good range of materials. Opportunities for children to use a variety of resources to design, join and build independently are not always provided.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in physical development. They move confidently on large equipment, negotiating the space without bumping into each other. Children handle a variety of tools with increasing control. Children lack awareness on how their bodies change when they exercise and how they can keep their bodies healthy.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are making generally good progress in creative development. Children have good opportunities to explore texture, shape form and space. Staff support in these areas is not sufficient to ensure children's learning is extended. Children use their imagination in role play, art and 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 plans to include the aims and learning intentions for all six areas of learning. Include how the needs of individual children will be met and how staff will be deployed to ensure that all activities are supported.
- Provide opportunities for children to choose and experiment with art and design materials independently.
- Allow older children incidental opportunities to write their own name.

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.