



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 122594

DfES Number: 518911

INSPECTION DETAILS

Inspection Date	17/03/2005
Inspector Name	Gillian Cubitt

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	St Barnabas Play Group
Setting Address	28 Vine Road East Molesey Surrey KT8 9LF

REGISTERED PROVIDER DETAILS

Name	Mrs Pauline Kehoe
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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

St. Barnabas Play Group is a privately owned sessional group which has been registered since 1986. It operates from St. Barnabas Church Hall in East Molesey. The hall is situated in a quiet residential road, close to the High Street and several local schools. Children attend from families living in and around East and West Molesey which are residential areas on the borders of Kingston-upon-Thames in Surrey.

The group operates daily, term time from 9.15 - 12.15. They cater for children aged from 2 to 5 years. At present they have 40 children on the role of whom 8 are funded 3-year-olds and 8 are funded 4-year-olds. A small number of children with special educational needs attend the group. There is provision for children who speak English as a second language.

There are 8 staff at present, 4 of whom hold a relevant childcare qualification.

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

How effective is the nursery education?

The provision of nursery education at St. Barnabus Playschool is acceptable and of good quality overall. Children are making generally good progress in all areas of learning.

The quality of teaching is generally good. Staff have good relationships with children and they provide quality resources to help children learn. Staff have systems in place that assist them with their developing knowledge of the stepping stones, although some areas are not fully explored, especially in mathematics and children's independence. They all become involved in the planning, with each member of staff taking responsibility for one area of learning, however this at times restricts staffs observations of children's progress. Staff make observations and assessments during their focused activity but they miss opportunities to gather information on children's progress during free play. Recorded assessments do not sufficiently link into the stepping stones which provide staff with information about the next steps in each child's learning.

Leadership and management are generally good. The owner works as a team member, taking equal share of the work. She supports her staff in every way by sharing information on good practice and encouraging them to update their skills and knowledge through the relevant short courses available. Staff attend regular planning meetings and are enthusiastic when developing new systems and ideas. The owner updates resources, however tools that link into information and technology are limited.

Partnership with parents and carers is generally good. Parents are informed about the playschool, its routines and activities through newsletters, notices and the prospectus. Some aspects on the curriculum however, are not clear. Staff are extremely welcoming and parents find them very approachable in their daily contact. Staff arrange parents' evenings to discuss children's progress although this is not always fully attended.

What is being done well?

- Children enjoy singing with staff. They show enthusiasm and excitement as they sing aloud and do actions to much loved songs.
- Children enjoy having access to various writing materials. They independently write their notes and put them into the envelopes and put them into their work pockets to take home.
- The programme of physical education is developing well. Children have opportunities to use balancing equipment in many ways as they carefully negotiate their control with one foot in front of the other. Outside they take opportunities to run, skip and jump. They share balls and practise throwing

bean bags into hoops.

What needs to be improved?

- staff's knowledge of the stepping stones so that they can identify areas of learning for children across all areas within the curriculum
- methods of observing children, so that these become more flexible and equal weight is given to observations on children's progress in their free play as well as focused activities
- the planning, so the next steps in children's learning are clearly identified
- the programme of knowledge and understanding of the world, so children have a range of materials and objects that work in different ways, including simple programmable toys
- children's independence, so they are able to carry out simple tasks such as dressing themselves before they go home
- the programme of mathematical development, to encourage children to look at different groups of numbers and explore areas of more and less
- information for parents so that they can clearly see all areas of the curriculum and the aims of the early learning goals.

What has improved since the last inspection?

Staff have made generally good progress when addressing the key issues from the last inspection. They have developed opportunities for children to be creative and to access a wide selection of resources, although staff do not talk children through the various properties to extend children's knowledge. Staff now have a key worker system and they each specialise in one area of learning. Staff write their observations on children and complete assessments on the profiles, although these are not linked into the next steps of learning.

Staff have good partnership with parents. Each child has their own file and parents are able to see these at any time. They also hold evenings where parents can talk about their children's progress.

Children now have opportunities to make marks and write their own letters with their own mark making table, although this is not always extended in the role play area.

The programme of physical development is developing well. Children frequently play outside with various resources and children have balancing equipment inside. Children are able to access small tools to develop their fine manipulative skills.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children look forward to going to playschool, they settle well. Children are happy to share and take turns with favourite toys. They enjoy the regular routines of the morning and the company of other children. They gain confidence when seeing to their personal needs and from being able to choose from the range of accessible resources. Staff however wait on children at snack times and they are not encouraged to dress themselves at home time.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children communicate well. They especially enjoy the morning registration session when they talk about the weather and themselves. They make good use of the role play area to act out different scenarios that have a meaning to them, such as playing firemen and policemen. Children enjoy books and handle these well. They recognise print and have opportunities to write in a dedicated area. Staff at times over direct children in their writing activities.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children's counting is developing well. They count throughout the morning especially during registration and whilst lining up to go outside. Children are beginning to understand the value of numbers. Children observe the different shapes in their toys and when doing focused activities whilst making Easter eggs. Children's awareness of number problems and separation of groups of small numbers in different ways is not sufficiently explored.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Planned topic work and the outside play area provide children with opportunities to learn about the world around them and the roles of adults. Children investigate various resources such as sand and salt dough, although there is limited access to programmable tools and toys. Children enjoy making collages and modelling with different sized cardboard boxes. They talk about growth in the Spring as they plant sunflower seeds. Children learn about other cultures but some information is limited.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children have generally good spatial awareness and move with confidence and in a variety of ways. They run, jump and skip whilst outside. They show good control whilst balancing on the beams. Children develop their fine motor skills with equipment such as scissors and small world toys. Children learn about themselves during project work although they do not follow a regular programme of healthy eating and how to look after their bodies.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children are very creative, especially in the role play areas. They act out scenarios in their free play, running around as firemen, trying to put out a fire, although staff miss opportunities to extend this. They love to sing and enthusiastically sit down mid morning to join in well known songs and choruses. Children enjoy making their own patterns with coloured pens and crayons although directed creative activities lack children's imaginative touch.	
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 of the stepping stones, so that they identify areas of learning for children across all areas within the curriculum. Place emphasis on observing children in their play activities and follow through assessments on children to identify their next steps in learning and link this information into the future planning
- promote children's independence through their everyday activities, such as dressing themselves and setting the tables for snack times
- extend the curriculum of mathematical development, to provide wider opportunities for children to be aware of the sizes of different groups, to add and subtract and develop an understanding of more and less
- increase children's awareness of information and technology by introducing simple programmable toys that children are able to operate independently.

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.