



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 131527

DfES Number: 530029

INSPECTION DETAILS

Inspection Date	27/04/2004
Inspector Name	Alison Jane Kaplonek

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Barn Owls Pre-School
Setting Address	Old Pavilion Pirrie Park Bowling Club, 78a Wilton Crescent, Upper Shirley Southampton Hampshire SO15 7QE

REGISTERED PROVIDER DETAILS

Name	Mrs Jacqui Doswell
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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 Barn Owls pre-school opened in 1998 and operates from a large hall in the old pavilion of the Pirrie Park bowling club in Southampton. The pre-school serves the local community.

There are currently 31 children on roll. This includes 14 funded 3-year-olds and 12 funded 4-year-olds. Children attend for a variety of sessions. The group is able to support children with special needs and those for whom English is an additional language.

The pre-school opens for five sessions a week, Monday -Friday form 09:00 until 11:30, term time only.

There are 5 part time members of staff. All have early years qualifications. The setting receives support from a teacher /mentor from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Barn Owls Pre-school is a caring and welcoming pre-school. Provision is acceptable and of high quality. Children make very good progress towards the early learning goals in all areas of learning. They enjoy their learning and are able to select from the wide range of resources and activities and to work independently.

The quality of teaching is very good. All staff are involved in observations and assessments of the children and they provide an environment which is interesting and challenging for all. They deploy themselves well and make learning fun for the children. Staff set clear guidelines for expectations of behaviour and children behave well. Plans cover all areas of learning and have clear aims and objectives for children's learning. They include a good balance of adult and child-initiated learning.

Leadership and management is very good. The staff and management are committed to providing good quality care and education for all children. They are continually evaluating and monitoring the provision for nursery education and are aware of ongoing training needs. Staff have opportunities to attend meetings with support workers and teachers from the Early Years Development and Childcare Partnership.

The partnership with parents and carers is very good. Parents are provided with good information about the setting and are encouraged to be involved in their children's learning. They find the staff approachable and are able to share information about their children. Parents are able to access the records of achievement for their children.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident and are able to select their own resources and activities and work independently. They relate well to adults and enjoy the staff involvement in their learning. Behaviour is good and children have high levels of self-esteem. Staff set clear guidelines for expectations of behaviour.
- An excellent range of resources, materials and competent teaching ensure that children are making very good progress in all areas of learning.
- A very good range of practical activities helps children to learn through play and there is a good balance of adult and child initiated activities.
- Mathematics is given a high priority. Children are able to count confidently to 18 and recognise numbers over 20. They use mathematical language and are able to solve simple number problems.
- Children's progress in communication, language and literacy is very good. They speak with confidence and converse well with adults and other

children. They are beginning to recognise the sounds and shapes of letters. Staff link this area of learning to many other aspects of the foundation stage curriculum.

- The partnership with parents and carers is very good. Parents find staff very approachable and are very involved with their children's learning.

What needs to be improved?

- the opportunities for children to be fully independent during routine activities such as snack time
- the training of the SENCO staff to enable them to provide the highest level of support for all children.

What has improved since the last inspection?

The pre-school had four key issues from their last inspection. They were asked to improve their records of assessment, and the programme for physical development, in particular for climbing and control of scissors. They were also asked to enhance the programme for personal, social and emotional development by providing opportunities for children to develop a sensitivity to those from other cultures and faiths and to enhance the programme for language and literacy by using regular sounds consistently. The group has made very good progress and has achieved all the key issues. They are now using the Southampton Early Years Development and Childcare Partnership record of achievement to record and share assessment with parents. The plans show the climbing frame and tools for cutting are being used regularly. They also show that children have been learning about skin tones and the celebrations of other cultures. Staff link topics and language to the letter of the week, sounding out the letters for children to repeat and copy regularly.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children have high levels of confidence, self-esteem and independence. They relate well to adults, each other and those less well known to themselves. Children behave well. They learn to negotiate, share and take turns and know right from wrong. Children are able to select their own activities and resources and work independently. Children are missing a few opportunities to develop their independence during snack time. (Point for consideration only)

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers. They converse well with adults and each other. Children are beginning to recognise the sounds and shapes of letters and words which have meaning for them. Children are developing their writing skills during practical activities. Some are learning to write their names. They enjoy stories in small and large groups.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently to 18. They are beginning to recognise numbers to 26/27. Children learn about shape and size through practical activities and use this knowledge to construct and build models. Children use their knowledge to solve simple number problems. They are beginning to use mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious and keen to learn. They talk about their environment using their own observations and experiences. Children use a range of materials and tools to design and build with confidence. They talk about their families and events in their lives and are beginning to learn about the cultures and beliefs of others.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move confidently and with increasing control and co-ordination. They use a range of equipment, tools and materials safely. Children are beginning to gain an awareness of good health and hygiene practices. They are also gaining a sense of space and beginning to show a clear preference for using their left/right hand.

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children use all their senses to explore and respond to colour, texture, shape and form. They use their imaginations well in art, role play, drama, music and movement sessions. Children know their colours and explore the changes which occur when colours are mixed. They join in with familiar songs, sometimes using musical instruments.	
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:

- Points for consideration only-
- ensure that children are fully independent during routine activities such as snack times
- ensure that the necessary staff access Special Educational Needs Co-ordinator (SENCO) training, so enabling them to provide the highest level of support for all 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.