



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 221740

DfES Number: 517699

### INSPECTION DETAILS

Inspection Date 29/01/2004  
Inspector Name Veronica Sharpe

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Barton Playgroup  
Setting Address BARTON C OF E PRIMARY SCHOOL  
SCHOOL LANE, BARTON  
CAMBRIDGE  
CAMBRIDGESHIRE  
CB3 7BD

### REGISTERED PROVIDER DETAILS

Name The Committee of Barton Playgroup 291776

### ORGANISATION DETAILS

Name Barton Playgroup  
Address Barton Primary School  
School Lane, Barton  
Cambridge  
Cambridgeshire  
CB3 7BD

## **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**

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

### How effective is the nursery education?

The provision for nursery education at Barton Pre-school is of good quality overall. It enables children to make generally good progress towards the early learning goals. Teaching is generally good; staff have a secure knowledge of the Foundation Stage curriculum and provide a range of practical and stimulating activities that help children make very good progress in some of the areas of learning. Children have a rich and engaging environment with accessible resources that enable them to develop their own interests. Staff have good relationships with children and provide good role models so that children behave very well.

A thorough assessment system is in place, which includes daily observations. Staff work co-operatively to plan for children's next steps, although consistent monitoring is uncertain, as some of the assessments are undated at the point of recording. Although there are no children attending with special educational needs there is an effective procedure in place to support them.

Leadership and management is very good, the strong staff group are supported by an enthusiastic committee of parents. Staff have an ongoing programme of professional development and ensure that useful information is shared with the whole staff group. The provision regularly assesses its performance by questioning parents and other interested parties and liaises with the primary school to ensure there is consistency for the children as they enter their reception year. Staff, committee and parents show pride in the achievements of both the children and the provision as a whole.

Partnership with parents is generally good. Parents are well informed about the setting and the educational programme and contribute to children's developmental records regularly, although opportunities to receive regular formal reports on their children's individual progress are limited. Parents are enthusiastic about the educational provision and the group attracts families from a wide area.

### What is being done well?

- Children's personal, social and emotional development is very good. They are confident, independent learners who can initiate and sustain their own learning opportunities. They play together and are kind and sensitive to each other.
- Children investigate objects and materials in practical, meaningful ways. For example, when they make bread, they handle and weigh the ingredients, discuss the process of kneading and baking and smell and taste what they have made.
- Children make good use of an indoor soft play jungle gym to climb, scramble,

slide and balance, which they do with confidence. As a result their physical skills are developing very well.

- The qualified and experienced staff group work together as a team to ensure that children have a rich and exciting learning experience. They share their skills and have an ongoing programme of professional development which benefits the whole provision.

#### **What needs to be improved?**

- opportunities for children to display their own creative arts and crafts and therefore enhance their sense of worth and self esteem.
- planned opportunities for parents to receive regular feedback on their children's individual progress and development.
- children's use of the practical, everyday activities and resources that help them understand and develop the different purposes of writing and mathematical language including symbols.

#### **What has improved since the last inspection?**

Progress since the last nursery education inspection has been very good. The pre-school has introduced a computer which is used regularly by the children, along with other programmable toys, to support their learning and develop their understanding of technology.

Continuous assessment of the provision and the planning ensures the ongoing development of the provision. Use of assessments is regularly reviewed and updated to ensure they continue to show evidence of children's progress and development. Parents are invited to contribute regularly, although formal feedback on children's progress is infrequent.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children form very good relationships with staff and each other, they take turns and share, show affection towards each other and are sensitive to each other's needs and feelings. Children are confident, independent learners, they select their own resources and work confidently on their own although they are happy to seek support from adults and are eager to share their achievements. They help tidy up and manage given tasks with increasing confidence.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children listen carefully to stories, they join in, predict and ask questions confidently. They handle books with care and are beginning to recognise familiar words and signs. They have opportunities to practice mark making in various forms and are beginning to ascribe meaning to these marks. They listen to each other and are beginning to use speech to organise their activities. Children are not always encouraged to make imaginative use of the available resources to further develop their skills.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children have frequent opportunities to match and sequence and can predict and estimate how many bread rolls are needed at break time. They are beginning to use positioning language such as next to, behind and in front and have the ability to recognise simple shapes. They count and some subtract with increasing confidence. They have opportunities to practise and develop their skills through every day activities but these are not always used to help children develop their mathematical language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about their local environment through visits to farms and businesses and invite visitors in to share their experiences. They come together to celebrate festivals such as birthdays, Easter and Chinese New Year. They look at how plants and animals grow so they understand change and record their findings in photographs and paintings. They make daily use of available technology such as a computer, tape player and programmable toys.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
------------	-----------

Children move with confidence, they climb, run, stop and negotiate obstacles safely. They have every day opportunities to use equipment such as bean bags and balls to practice throwing and catching and join in lively physical play sessions, both indoors and out with enthusiasm. Children are beginning to learn about good health and enjoy sampling food which is good for them. They use a variety of tools and materials confidently and safely.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
------------	----------------

Children enjoy singing with staff and enthusiastically use musical instruments to respond to rhythm and volume. They use their imaginations to create scenarios and characters through role play and use small world toys to recreate the world around them. There are good opportunities for them to touch, smell and taste and feel through a variety of activities, including cookery. They explore texture, colour and form in artwork although opportunities to see their original work displayed are limited.

**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**

- increase the opportunities that children have to improve their knowledge of the practical uses of writing and numeracy by developing and encouraging the use of the every day activities and resources. Monitor children's use of these areas to make sure all the children benefit fully.

*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.*