



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 309230

DfES Number: 511247

### INSPECTION DETAILS

Inspection Date 01/07/2004  
Inspector Name Susan, Helen Spencer

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Barrowford Pre-School Nursery  
Setting Address Youth and Community Centre, Wilton Street  
Barrowford  
Nelson  
Lancashire  
BB9 8PU

### REGISTERED PROVIDER DETAILS

Name

### ORGANISATION DETAILS

Name Marjorie Dixon and Karen Ashworth  
Address Barrowford Pre-School Nursery  
Youth and Community Centre, Wilton Street  
Barrowford  
Nelson  
BB9 8PU

## 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

Barrowford Pre -School Nursery has been registered for 18 years. Care is provided for up to 44 children aged two up to eight years on both a sessional and full time basis. The group is open term time only, Monday to Friday and offers morning, afternoon and full day sessions according to needs. Sessions are from 8:30 to 12:30, 9:00 to 12:00, 13:00 to 15:30 or a full day session from 8:30 to 3:30.

The group operates in the Youth and Community Centre on Wilton St in Barrowford, close to the centre and the M65 at Nelson, Lancashire.

The group is a private partnership and has two joint providers, Marjorie Dixon and Karen Ashworth. There are 10 staff employed, this includes the joint providers and one deputy manager. All staff have relevant childcare qualifications up to Level 3 and have participated in "in house "training appropriate to child care.

There are currently 72 children on roll and the setting supports children with special needs. 54 children are in receipt of Early Years funding and are working towards Early Learning Goals.

Children are grouped into specific ability groups and have key staff. There are three play rooms, bathroom and changing facilities, kitchen area, office area and a snack/quiet room. There is a secured outdoor play area, local parks and recreation grounds are in walking distance.

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

### How effective is the nursery education?

Barrowford Pre-school Nursery offers high quality education. Children make very good progress towards the early learning goals. Staff ensure a warm, caring environment and provide an ever-changing range of worthwhile activities. These capture the children's enthusiasm. Learning through first-hand experiences is a real strength of the nursery's work and children are clearly eager to learn.

The quality of teaching is very good. Staff have a good perceptive insight into how young children develop and progress in all areas of learning. They plan a balanced curriculum within a well-organised environment where space and resources are used very effectively. There is a good balance of adult-led and child-initiated activities and children are grouped appropriately, while children with special educational needs are very well supported. Staff know the children well, they support, encourage and challenge children as they move through the activities. Very good relationships have been formed throughout the nursery.

The leadership and management of the setting are very good. Strong teamwork results in the creation of a very positive ethos. The nursery has aims and strives for success, although it has not clearly documented its vision. Staff working with the 3- and 4-year-olds aim to ensure each child's achievement of the early learning goals. Regular staff meetings and access to regular training effectively contribute towards the professional development of the staff. The nursery monitors its provision, although much of this, especially the monitoring of the teaching, is informal.

The partnership with parents is very good and seen as crucially important to the children's successful development. Parents have very positive views of the provision. They have regular access to their children's very informative records of achievement, which are frequently updated by staff. Contact with the home is very well maintained through regular informative newsletters and a notice board.

### What is being done well?

- All staff have a secure knowledge of the early learning goals and a clear understanding of the ways young children learn. They work well as a team, complement each other, and have common aims and approaches to the work.
- The planning of the curriculum is well organised, enabling children to make steady progress during their time in the nursery. Strong emphasis is placed on children's learning through first-hand experiences.
- Children are happy, confident learners; and they form good relationships with each other and staff. Children's behaviour is good, they take turns, share fairly and are kind and considerate to each other.

- Through a wide range of activities children are encouraged to use their imagination, language and mathematical skills during role-play activities.
- The children's records of achievement depict well the children's progress during their time in the nursery and are highly valued by the parents as a record of their child's work.

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

- the documentation and sharing of a short, focused vision statement on the nursery's work
- the present informal monitoring of the teaching.

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

The nursery has made very good progress since the last inspection when it was required to devise a means of crosschecking, and monitoring, the planning and pupils' assessment to ensure that all desirable outcomes are covered. An effective system of coding the planning documents to cross-reference them to the early learning goals has been established. Children's individual records now include evidence of progress in each area of learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy, confident, independent, eager learners who are keen to explore new activities and often persist in order to achieve success. Children are well behaved and show a good understanding of what is right and wrong. They are able to sit quietly and listen. They show great respect for the environment and each other, as they share, take turns and tidy away. Many are developing a good awareness that people often, but not always, like the same toys, foods and activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are developing good speaking and listening skills; at group time they listen patiently to the contributions made by their friends and generally take their turn to speak. Children enjoy stories and handle books well. They are keen to share their ideas during story time and when composing their rhyming sentences. Children have a very clear understanding of the way writing can be used to communicate, and, especially the 4-year-olds, make attempts at writing lists, letters and postcards.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Most 4-year-olds can count up to five, and often beyond, especially when singing number songs. They can recognise these written numbers, although a few younger children need assistance. Practical situations are used very well to encourage them to count and identify when more or less is needed. Children use good mathematical language to describe position, shape and size. Children are given many opportunities to use mathematical skills to consolidate and extend their thinking and language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children enjoy many well-planned, imaginative activities, which stimulate their natural curiosity and interest in the world. They enjoy talking about holidays and the wide range of places they might visit. They talk about their families and where they live. Children are developing their understanding of time as they talk about the days of the week. Many competently use technological equipment during role-play as shopkeepers and some make very competent use of the computer to play simple games.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move around their environment safely and confidently with good control. They show a very good awareness of space for themselves and for others and they negotiate speed and direction when running, jumping and striding, always moving freely with both pleasure and confidence. Children competently use a variety of tools. Good manipulative skills are used when children shape, roll and cut dough to make model foods, and when cutting out pictures and spreading glue to make postcards.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children enjoy participating in role-play and have well developed imaginations, as they engage in having a pretend camping holiday. They sing songs from memory with enthusiasm and enjoyment, especially when using a range of musical instruments. Children enjoy a wide range of activities investigating the properties of materials. They also explore colour, texture and shapes as they express themselves using a variety of media to create fruit prints, pictures and models.

**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 significant weaknesses to report, but considerations should be given to improve the following:
- document and share a short, focused vision statement
- establish a more rigorous system to monitor and evaluate the quality of teaching.
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*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.*