



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 127001

DfES Number: 514954

### INSPECTION DETAILS

Inspection Date 05/02/2004  
Inspector Name Annie Williams

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Barham Pre-School  
Setting Address Valley Road  
Barham  
Canterbury  
Kent  
CT4 6NX

### REGISTERED PROVIDER DETAILS

Name The Committee of Barham Pre-School

### ORGANISATION DETAILS

Name Barham Pre-School  
Address Valley Road  
Barham  
Canterbury  
Kent  
CT4 6NX

## 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

Braham Pre-school opened in 1994 It operates from a mobile situated on the grounds of Braham Primary School, Kent. The pre-school has access to one rooms, toilet, a kitchen and an outside area. The pre-school serves the local area and surrounding towns.

The pre-school is registered to provide sixteen places for children aged two to five year. There are currently thirty-two children on roll. This includes six funded four-year-olds and twelve funded three-year-olds.

Children attend a variety of sessions each week. The staff have experience of working with children who have special needs and children who speak English as an additional language.

The pre-school opens five days a week throughout the year. Sessions last from 9:00 to 12:00. An extra session is offered on Wednesday when children may stay all day until 15:00. Parents provide a packed lunch on this day.

There are five staff working with the children, of these four have early years qualifications and all attend short courses. The pre-school receives support from a Pre-school Learning Alliance Development worker and a teacher from the Early Years Partnership.

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

### How effective is the nursery education?

Barham Pre-school offers high quality provision, helping children to make very good progress towards the early learning goals.

The quality of teaching is very good. Staff are committed and work well as a team. They have a secure knowledge of the early learning goals and plan effectively to help children make good progress towards these. They are competent and highly organised and arrange the play areas well to encourage children to make decisions, develop confidence and be independent. Staff know children well and are sensitive to their needs helping all children to feel valued. They offer a well balanced programme with activities that build on what children know. Questioning techniques are used effectively to help children to think for themselves. Group work is well organised and staff make sure that activities and resources can be adapted to include all stages of development. A strong emphasis is placed on play, language and meaningful experiences. The system of assessment and record keeping is thorough, enabling staff to monitor children's learning closely. Staff are familiar with the Code of Practice for the Identification and Assessment of Special Educational Needs and an appropriate monitoring system is in place.

Leadership and management is very good. Staff are well supported in the care and education that they provide for young children. The supervisor and staff have worked hard to develop a strong team and are committed to providing opportunities for staff development. They meet regularly to review and evaluate the effectiveness of the curriculum.

Partnership with parents is very good which contributes significantly to children's progress. The pre-school provides information for parents about the educational programme, newsletters and a prospectus enabling parents to know what their children are learning. They receive regular opportunities to discuss their child's progress with staff and are welcomed into the group to play alongside their children.

### What is being done well?

- Develops and supports children's personal, social and emotional development. Children are happy, settled, well behaved, eager to learn and excited about what they do.
- Staff provide many worthwhile exciting activities which has a positive influence on children's concentration and motivation.
- Promotes good relationships with parents and carers, contributing effectively to children's progress in learning.
- Staff plan and provide an environment that reflects the importance of language through notices, signs and books. Children speak clearly and confidently and writing is developing well through imaginative play activities.

- Children count confidently. Staff encourage children to use and understand mathematical language throughout the play session.
- Staff provide a varied and interesting programme to develop children's knowledge and understanding of the world. They make use of the local and wider environment to stimulate children's interest and curiosity in the world about them.
- Role-play is imaginatively planned and well resourced to stimulate children's imaginary play and to encourage acting out real situations.

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

- There are no significant weaknesses to report, but consideration should be given to improve the following:
- the recording of outside activities.

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

Following the last inspection the pre-school had two points for consideration:

1. Ensure children have sufficient time to experience fully the activities taking place in the outdoor area. The setting now use the primary school and imaginative play apparatus on a regular basis taking large and small groups of children. Children use the outdoor garden area all morning and staff operate free-flow system, with children choosing when to go outside and how long to stay.
2. Plan more activities in mathematics when children can order and sequence items.

This is now reflected in the long, medium and short term plans to ensure that this aspect has appropriate coverage in the mathematical programme.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff provide a secure, friendly and caring setting which builds children's confidence and self-esteem. Children are happy, settled, well behaved, eager to learn and excited about what they do. Staff provide many worthwhile exciting activities which has a positive influence on children's concentration and motivation. Snack time is excellent providing children with an opportunity to develop independence and to take responsibility, for example making their own sandwich and pouring their own drink.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Staff plan and provide an environment that reflects the importance of language through notices, signs and books. Children speak clearly and confidently as they engage both adults and their friends in conversation. Writing is developing well through imaginative play activities, such as the 'take away' when children take orders over the telephone and write them on pads. Children enjoy an increasing range of books and learn that information can be retrieved from books to provide them with ideas.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently. Staff encourage children to use mathematical language and children are given good opportunities to identify and name shapes. Through daily routine staff provide opportunities for children to be aware of simple ideas of addition and subtraction for example during snack and song time. There are numbers displayed and staff provide regular opportunities for children to recognise numbers as part of their routine.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide activities that encourage children to investigate a variety of materials and substances. There are good opportunities for children to look closely at differences, patterns and change, for example growing plants and cooking. Staff provide good opportunities for children to explore, investigate and identify features of the local and wider world through visits in the local community and inviting people into the pre-school to meet the children for example the vet.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Fine manipulative skills are developed well as children display very good skills when cutting, painting, drawing, spreading, stirring and constructing. Regular opportunities to use large equipment ensure that children move around freely and safely, displaying a good awareness of themselves and others. Children learn about the importance of personal hygiene and healthy eating through discussion, cooking and regular hand washing.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children clearly enjoy the good opportunities provided in role-play, as they express and communicate their ideas. Staff provide a range of musical instruments to enable children to explore sound. Regular singing sessions ensure children learn and delight in singing. Children eagerly play with the sand and collage activities that staff provide. Staff provide excellent opportunities and support throughout the sessions to enable children to use their imaginations in art, music and role-play.

**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 consideration should be given to improve the following:
- clearly indicate in the planning documents when activities are to take place outside.

*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.*