



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 400077

DfES Number: 514775

INSPECTION DETAILS

Inspection Date 09/04/2003
Inspector Name Sarah, Louise Gilpin

SETTING DETAILS

Setting Name Barlby House Day Nursery
Setting Address York Road
Selby
North Yorkshire
YO8 5JP

REGISTERED PROVIDER DETAILS

Name The partnership of Mr & Mrs A.N.Cowdy

ORGANISATION DETAILS

Name
Address

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
<p>The Barlby House Day Nursery is privately owned and has been established since 1997. The premises is a converted barn in the grounds of an old farm and serves the farming and rural communities of Selby and the surrounding villages. The provision is registered to provide full day care for 42 children aged from nought to 12 years. There are 72 children on the roll at present, of which 12 three year olds and 10 four year olds are in receipt of funding. Appropriate provision is available for children with special needs or those who speak English as an additional language. The nursery opens Monday to Friday from 7.30 am to 6.30 pm throughout the year. There are 8 staff who hold appropriate childcare qualifications and 3 staff who are working towards, they currently work both full and part time as required. The nursery receives support from the local Early Years and Childcare Partnership and are members of the National Day Nurseries Association.</p>

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

How effective is the nursery education?

Barlby House Day Nursery provides a stimulating environment for children. The educational provision is generally good and children are making steady progress towards the early learning goals. They make very good progress in their personal, social and emotional and physical development. In knowledge and understanding of the world, language and literacy, mathematical and creative development they make generally good progress. The quality of teaching is generally good. Staff have a sound understanding of the early learning goals, they plan an interesting curriculum for the children however this sometimes lacks challenge for the more able children. There are warm and affectionate relationships between the staff and children. On occasion the management of children's behaviour is negative and children appear unaware of the boundaries within the setting. The leadership and management of the nursery is generally good. There are defined roles for the owner and manager which compliment one another to provide staff with the appropriate support they need to provide care for the children. The manager is able to assess the strengths and weaknesses within the setting, and is currently developing the nursery as a centre for training and NVQ assessments. There are appraisal systems and staff are supported in their professional development. The partnership with parents is very good. Parents comment on how friendly and approachable the staff are. They are well informed about the plans for children and their children's progress. Good quality information which is relevant is provided for parents.

What is being done well?

staff provide a stimulating environment where children develop well the relationships between staff and children are warm, affectionate and contribute to their self esteem and confidence children's learning demonstrates that staff have a sound understanding of the early learning goals there are very good relationships between staff and parents, who are well informed about their children's progress the planning and resources for physical play provide children with opportunities to make very good progress and develop skills in this area the development of the provision to provide opportunities NVQ training and assessment the opportunities for children to speak and listen are used well

What needs to be improved?

children's opportunities to explore and develop literacy particularly their early writing skills; staff's understanding of positive interaction with regard to behaviour management strategies; the provision for practical mathematical activities such as problem solving and simple addition and subtraction; the opportunities children have to develop their individual creativity through a range of free choice activities.

What has improved since the last inspection?

There were two points for development from the previous inspection which have been addressed. The first was to develop partnership with parents, this area has been judged as very good; parents are very satisfied with the provision, the level of information provided and share successfully in their children's progress. The second issue was to revise the assessment of children to more effectively inform the planning and awareness of the children's individual needs. The assessments completed are comprehensive and demonstrate that staff have a good understanding of the individual needs of all children. The plans for children are effective and address some areas that need developing.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children are making very good progress in this area. They form warm and affectionate relationships with adults and good relationships with their peers. They are well stimulated and motivated to learn. Their negotiation skills are developing well and they work effectively in both small and large groups, sharing their past experiences to extend their play especially in the role-play areas. Children have a positive self esteem and demonstrate increasing independence.	

COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
In communication, language and literacy children make generally good progress. They use an increasing vocabulary to ask questions, converse easily with adults and to extend their role-play. Children are able to describe past and future events. They use the book area independently and show enjoyment when reading stories. Activities to which develop early writing are not sufficiently provided or encouraged.	

MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children make generally good progress in their mathematical development. They can count accurately to 10 and use simple mathematical language to describe shape and size, such as length and height. Children can select a given amount and estimate how many during number rhyme activities. Children are able to use the names of numerals, however they are not offered sufficient opportunities to develop skills in simple addition and subtraction.	

KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
In knowledge and understanding of the world children make generally good progress. They are aware of their environment and observe the features of objects such as flowers Children confidently describe events in their own life and show interest in the lives of others. They construct successfully using blocks and bricks and they are competent in the use of information technology and simple programmes.	

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in this area. They are able to successfully move their bodies around the setting with care and increasing control, they accurately recreate gestures during action rhyme activities. Children can balance and climb very well and use wheeled and pedal toys with increasing ease. They have very good fine motor skills when using tools for pouring, painting and modelling with dough.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
<p>Children's creative development is generally good. They can skilfully use paints to create patterns and images, for example when drawing still life objects such as daffodils. Children enjoy singing and can repeat a number of rhymes from memory. They use their facial expressions to indicate their mood and feelings. There is however limited access to a range of resources that develop skills in construction, collage and that encourage the children's individual creativity.</p>	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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

Improve children's mathematical development particularly the use of simple addition and subtraction in practical activities Provide activities which increase children's opportunities to develop their individual creativity Develop and encourage children's progress in communication, language and literacy such as early writing skills Develop staff awareness of strategies for behaviour management for example positive reinforcement