



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 137762

DfES Number: 532135

### INSPECTION DETAILS

Inspection Date 23/09/2003  
Inspector Name Caren Carpenter

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Barnhill Pre-School Playgroup  
Setting Address Chalkhill Community Centre  
Poplar Grove Barnhill Road  
Wembley  
Middlesex  
HA9 9DB

### REGISTERED PROVIDER DETAILS

Name Mrs Barbara Evans

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Barnhill Play group is situated in the London Borough of Brent and serves the local diverse community. The play group operates from a local a community centre, It is registered for forty children aged two to five years. Children are grouped into a large room, within the centre which is used as the children's play room..

The playgroup is open Monday to Friday 9-00a.m. to 1.00p.m. There are currently twenty nine children on roll. This includes seven funded three years old, there are no funded 4 year olds attending. There are six children attending who have English as an additional language, currently none of the children have been identified with special educational needs.

There are twelve members of staff including the manager. All staff hold suitable early years qualification.

Staff receive support from an advisory teacher from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

This playgroup provides a good standard of care.

The premises is warm and welcoming. The play group provides an environment where children can learn independently through play. There is a wide range of planned activities and resources that helps children make good progress in all areas of their development and which promotes their learning. Children have opportunities during circle time to participate in songs and stories. However the group is aware that not all children's individual needs, particularly the more able children, are met during this activity.

Staff record children's developmental progress which they share with parents informally. However copies of progress reports for children leaving to start nursery at the end of the summer time are sent home with parents. Some of the children do not

all take up their places at the nursery school and often return back to the playgroup for another term. As a result of this, staff do not have copies of the written reports to ensure that they can fully review their learning.

Children are well cared for by staff, staff have a good understanding of children's individual needs and plan activities incorporating the early learning goals. The staff work well together as a team, weekly meetings ensures that all staff are clear about their roles and responsibilities.

Staff interacted and responded positively to children's individual needs. They are confident in managing children's behaviour developing their confidence and independence. Children behave well and have good relationships with staff.

There are clear policies for safety issues. Staff give priority to children's safety both inside and outside of the playgroup.

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

The group has devised a medicine consent form and a medication policy, administering of prescribed medication are now logged. Records are accessible and available for inspection.

The group has all relevant staff and volunteer information. The group continues to build on toys and resources to reflect children's cultural background and disability.

The group maintains a list of all staff and keeps Ofsted informed of staff changes.

The daily attendance register now includes arrival and departure times.

#### **What is being done well?**

- Staff observe and record what children do in order to plan activities that help them make progress, in all areas of their development and learning.
- The monthly curriculum plans incorporates the early learning goals. Staff ensures that the curriculum challenges the more able children. Children's assessment are linked very well to help them make progress towards the early learning goals.
- All children take part in an appropriate range of activities, they can choose their own resources and make decisions about indoors or out doors.
- Partnership with parents is very good, staff actively encourage and involve parents in the care of their children. Parents are provided with a written hand book about the activities and the service the group provides. Termly news letters keep parents informed about issues and nursery events. The group provides parents with the opportunity to choose from a variety of books to share with their children at home.

**What needs to be improved?**

- the nappy changing area must be made more suitable and comfortable for the children.
- provide opportunities for the parents to share their children's written assessment reports with the staff.
- the organisation of the large group circle time, in order to meet all the children's individual needs.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	ensure that the nappy changing area is made more suitable and comfortable for the children.

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

### How effective is the nursery education?

The education programme for Barnhill play group is very good.

It enables children to make very good progress towards the early learning goals. They learn through a balance of free play with structured planned activities and make very good progress in all areas of learning.

The quality of teaching is very good. Staff plan a variety of practical education activities both indoors and outdoors and understand what children need to learn from them. Staff have a good understanding of the early learning goals and use this knowledge to plan the curriculum.

They use a variety of teaching methods to promote children's curiosity and learning. Resources are of a good quality and well organised, to increase children's independence. However staff need to look at how they organise the large group, during circle time to provide further challenges for the more able children.

There are good opportunities for children to initiate their play and to be taught individually or in small groups. Staff monitor, evaluate and record children's progress using the early learning goals. As a result they provide a secure basis on which they plan the next steps in children's learning.

Leadership and management is very good. The manager and deputy works to support staff and ensure consistency of good practice throughout the team. She is actively involved in the care of the children and interacts positively with them. Staff work very well together as a team, they are committed to furthering their professional development and continue to evaluate their working practices. Staff access help and support from the Early Years Childcare Development Partnership.

Partnership with parents is very good. Parents have opportunities to exchange daily information about their children's progress with staff. They are encouraged to be involved in their children's learning. However parents are not provided with the opportunity to meet with staff to discuss their children's written progress reports.

### What is being done well?

- Staff are confident and clear about how to plan and link children's learning towards the early learning goals.
- The resources and activities are interesting, stimulating and maintain children's interest promoting their learning.
- Parents are kept informed about nursery events and are encouraged to become involved in their children's learning.
- Staff are confident in their management of children's behaviour and have

good relationships with them.

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

- the organisation of circle time to provide more challenges for the more able children.
- provide opportunities for parents to discuss children's written assessment reports with key workers.
- retain copies of children's written assessment reports for future planning.

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

Children are provided with on going opportunities to become familiar with letters of the alphabet. This has been promoted through posters, letters, labelled objects, and letter land books that encouraging children to trace over letters and pictures with their fingers. Children are able to participate in more activities such as nature walks, growing flowers and vegetables and examining living things, for example collecting mini beasts. They are provided with opportunities to solve simple mathematical problems, through activities for example through number rhymes, the home corner, counting cups and plates, during sand and water play.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area, they are confident and eager to participate and try new ideas which underpins their learning in all areas. Staff are effectively creating a secure environment which encourages children's independence. Children have good relationships with adults and their peers and take turns well in group work. Staff consistently model courteous behaviour, children respond well to the staffs' high expectation of their behaviour.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress in this area. There are regular opportunities for children to write independently. Children are developing their reading skills through listening attentively to stories and using books independently. Children are confident speakers and use a wide vocabulary which is extended in all activities. Children are learning to think through and discuss issues and feelings, helped by sensitive questioning by staff.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in mathematical development. Children have good opportunities to recognise numbers up to ten and beyond and can recreate patterns, using a variety of shapes, colours and size. Staff make good use of story times and rhymes to develop children's mathematical language. Children are able to develop their mathematical knowledge and learn about problem solving addition and subtraction through practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children's progress in this area is very good. Children enjoy first hand experiences outdoors and are developing a good sense of space when using the garden area. They learn about living things when growing beans and flowers. Children show a growing awareness of time, discussing the seasons, weather and time with staff. They learn about their immediate environment and the natural world with visits to the local park. They learn about a variety of cultures and celebrate different festivals.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress in this area. They learn about keeping healthy through activities and daily routines. Children show good manipulative skills when drawing, writing, cutting, balancing and building. They show growing confidence in their movements and they enjoy large scale physical activities, such as using the outdoor climbing frame, tunnels and bikes. Children make good use of the indoor and outdoor spaces showing a good awareness of others in their movements.

## **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children's progress in creative development is very good. Children have many opportunities to use their own creative ideas when painting, drawing and making models using a range materials. They are able to explore sounds, using musical instruments and sound recognition tapes. Children have opportunities to participate in singing, however during circle time, the more able children became distracted and lost interest during this activity.

**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:*

- the organisation of circle time to provide more challenges for the more able children.
- provide opportunities for parents to discuss children's written assessment reports with key workers.

*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.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*