



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 303689

DfES Number:

INSPECTION DETAILS

Inspection Date	29/01/2003
Inspector Name	Sandra Gurr

SETTING DETAILS

Setting Name	Barbara's Private Day Nursery
Setting Address	Crossley Hall Halifax West Yorkshire

REGISTERED PROVIDER DETAILS

Name	Barbara Booth
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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
Barbara's Day Nursery opened under the present ownership six years ago. The nursery is just over one mile from Halifax town centre and serves families from both the local residential area and other areas of Halifax. The three to five year old children have their own room in the nursery but access the soft physical play area and another room. There is an enclosed outdoor area. The nursery is open from 8:00-18:00, Monday to Friday for 52 weeks a year. There are 27 two to four year old children and 11 children under two years who attend throughout the week. Nine children receive three year old funding and one child receives four year old funding. All children in the pre-school room speak English as a first language and there are no children with special needs within this group. The staffing structure with the funded children includes three main staff and two others who cover for breaks. The owner is responsible for overseeing and monitoring the work of both staff and children in this area. Staff have appropriate early years qualifications or are working towards them. The nursery has had regular support from a teacher advisor from the Early Years Development and Childcare Partnership.

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

How effective is the nursery education?

Barbara's Day Nursery provides a welcoming and caring environment in which children happily learn and play together. Children make generally good progress in all the learning areas and very good progress in personal, social and emotional development, language skills, numbers and counting and in their physical development. Teaching is generally good. The main strengths are due to small group activities and skilful interaction of staff. However, although staff have a good knowledge of the stepping stones towards the early learning goals they lack confidence in planning and assessment, so do not always know how individual children need to progress in some development areas. Staff have built trusting relationships with the children and use varied teaching methods to enable children to learn. They have expectations of good behaviour and children respond positively and enjoy getting stars for their chart. Although there are no children with special educational needs in the three to five's room, there is a system in place for working with other children in the nursery. The nursery has a satisfactory range of equipment and although the small room sometimes restricts children's choices in "free play" there are planned opportunities to use all the resources. Leadership and management of the nursery is generally good and the owner has a clear idea of the strengths and weaknesses and is committed to the overall improvement of care and education. However, staff need to be involved more in the planning of the day, in the evaluation of activities and in the monitoring of children's individual progress to underpin that planning. Partnership with parents is generally good. Parents find the staff approachable and discuss any issues relating to their children at the beginning and end of sessions. Parents are happy with the care their children are receiving but would benefit from more information about their children's progress towards the early learning goals

What is being done well?

Children speak confidently and well which is helped by staff interest and involvement in the play and learning. Children make good relationships with each other and the staff. They are happy and independent in their play and are very well behaved. Staff use everyday opportunities to interest children in number and counting and the children's ability to count in the correct order up to 10 is very good. Children are progressing well in their physical development through regular use of the physical soft play area and the outdoor area. They move confidently and are learning a range of skills. Staff make good use of the environment around the nursery to teach children about features of the town in which they live and about how to be safe in that environment.

What needs to be improved?

The planning, ensuring that it is clear what the children will learn from the activities

and that the more able children will be sufficiently challenged The procedures for assessment, so that children's progress towards the early learning goals can be effectively planned for and monitored Information technology so that children can use it to support their learning in other areas The information given to parents about their child's progress in the nursery

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in personal, social and emotional development. They are confident in their interaction with each other and the staff and behave very well. They are able to take turns and do things independently and are happy to come into the setting and leave their parent/carer.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children make generally good progress in this area. They are developing skills as confident speakers and are beginning to use story language when repeating and acting stories. They are extending their vocabulary and exploring the meaning and sound of words, in a practical context. However, although some staff know the children well, there are no records which clearly show individual children's progress over time towards the early learning goal.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Children's progress in this area is generally good. They show an interest in numbers and counting and some can recognise and use numbers to 10. They show an interest in talking about shapes and show an awareness of similarities in shapes in the environment. Good group activities extend children's learning of addition and subtraction. However, it is not always clear how individual children will progress or how more able children will be sufficiently challenged.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children's progress in knowledge and understanding of the world is generally good. Children remember and talk about significant things that have happened to them such as the walk to look at road safety features. They enjoy exploring and investigating and seeing things change such as the jelly and the biscuit dough. However, they lack opportunities to questioning how things work and to use everyday technology such as computers.	
PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children make very good progress in physical development . They have a very good range of equipment to use both indoors and outdoors to help them to develop their skills. They are beginning to move with confidence, imagination and safety. They have a good understanding of healthy practices with regard to hygiene and eating.	
CREATIVE DEVELOPMENT	
Judgement:	Generally Good

Children make generally good progress in creative development . They have good opportunities to explore a range of planned creative activities such as painting, collage and playdough. They show an interest in what they see, touch and feel and have good opportunities to explore musical instruments and to respond to and make up rhythms.

Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y
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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 the planning for the curriculum , ensuring that it is clear what the children will learn from the activities and that the more able children will be sufficiently challenged Improve the procedures for assessment, so that children's progress towards the early learning goals can be effectively planned for and monitored Develop the area of Information technology so that children can use it to support their learning in other areas Ensure that parents are given more information to update them about their child's progress towards the early learning goals.