



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 512726

DfES Number: 535424

INSPECTION DETAILS

Inspection Date 17/03/2004
Inspector Name Carol Eaman

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Bardsey Nursery Group
Setting Address Callister Hall
Woodacre Lane, Bardsey
Leeds
West Yorkshire
LS17 9DN

REGISTERED PROVIDER DETAILS

Name The Committee of Bardsey Nursery Group 1035383

ORGANISATION DETAILS

Name Bardsey Nursery Group
Address Callister Hall
Woodacre Lane, Bardsey
Leeds
West Yorkshire
LS17 9DN

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

Bardsey Nursery Group is a committee run group providing sessional care and education for the children of Bardsey, East Keswick and Scarcroft. The group is situated in the Callister Hall of All Saints Church of England in the village of Bardsey, approximately nine miles from Leeds. The hall is a separate building from the church and has a large fully carpeted room which can be divided into two areas by a fitted partition. There is also a large kitchen, where children enjoy messy activities. There are toilets, a cloakroom area and storage cupboards. Across the lane children have use of an enclosed garden area for physical activities. Links have also been developed with the local primary school where older children have a weekly P.E session. The group has been operating for at least 25 years and is registered to take 24 children aged between two and five years although the group only takes children from two and a half years of age. Children attend for a minimum of two session per week and there is a total of 35 children currently on the register. Of these children there are 12 three year olds and six four year olds in receipt of government funding.

Although the group welcomes all children, those attending come from the mainly white, English speaking, local community and two nearby villages, which do not have a Pre-School group of their own. There are seven members of staff, four of whom have an appropriate childcare qualification. The group is registered with the Leeds Early Years Childcare & Development Partnership and receives support from an advisory early years teacher.

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

How effective is the nursery education?

Bardsey Nursery Group provides a welcoming environment where the children are happy, confident and settled and make generally good progress towards the early learning goals.

Teaching is generally good. Staff work well together and have a secure knowledge of the Foundation Stage curriculum. They provide stimulating activities which capture the children's interest and promote their independence. Staff plan the education programme to cover all six areas of learning however insufficient time is allocated to promote indoor physical exercise and un-structured art work. Appropriate attention is given to the children's behaviour and they play well together taking turns and sharing. A key worker system enables staff to make regular assessments of children's progress.

Leadership and management is generally good. The group is managed by a voluntary committee who work in close partnership with the staff. The playleader and assistants work in a consistent manner and have well established working practises. Staff do not always recognise weaknesses in their educational programme but do welcome constructive opinions from other professionals and implement the advice given. All appropriate policies and procedures are in place and staff regularly attend training courses.

Partnership with parents is generally good. Parents are made welcome and are encouraged to be involved in their child's learning. They help on a rota basis, take roles on the committee and support fund raising and special events. They can access their child's assessment profile and contribute to it. The welcome booklet for parents does not contain detailed information about the six areas of learning. Parents have a high opinion of the nursery and staff.

What is being done well?

- Children are confident, settled and happy. They have established good relationships with each other and interact well with staff and other adults.
- Children make generally good progress towards the early learning goals and parents can be involved in their child's learning.
- Children are encouraged to be independent and take responsibility for their words and actions.
- Staff provide stimulating practical experiences for the children and they skilfully make the most of daily activities to develop learning.
- The nursery serves the local community well.

What needs to be improved?
<ul style="list-style-type: none"> • The information made available to parents on the six areas of learning for the Foundation Stage. • The opportunities for children to have regular physical exercise indoors, sometimes using large equipment. • The opportunities for children to use paints or other art and craft materials on a daily basis in an unstructured way in order to develop their imagination.

What has improved since the last inspection?
n/a

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and confident and soon settle into routines selecting resources independently. They listen attentively to stories and when playing card games they respond with joy and laughter. Children's self-esteem is developed as staff respect their views and requests making them feel special. Children are well behaved. They share, take turns and form good relationships as they work together in groups. Three year olds show good concentration as they complete challenging jigsaws.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children enjoy listening to stories such as 'Silly Billy' and 'Things that Go' learning new vocabulary, letter sounds and rhymes in a fun way. They interact well expressing their views and listening to the opinions of others as they play. They organise their thoughts as they plan a party and write invitations attempting to write for a purpose. Some children write their names and younger ones manage the first letter correctly formed. Children read their name cards and words on wall displays.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count confidently in many daily routines and some three year olds begin to add and subtract as they make 'buns' in the home area. Children identify numbers as they place green bottles on a wall and they solve problems as they find a pair of matching socks or gloves. They name shapes in maths books and see mathematical shapes on displays about 'The Tiger Who Came To Tea'. Children re-create patterns and compare sizes as they thread beads and in water play they learn about quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children investigate materials as they use magnets and feel the textures of re-cycled goods. They design with a variety of construction equipment as they build zoos and crocodile enclosures! Toy mobile phones are used for communication and children press buttons on a digital camera with teacher support, learning about technology. Children learn about the natural world as they compare seasons and a recent study of the Chinese New Year introduced an awareness of other cultures.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

All children use small equipment and tools with increasing control developing their hand-eye co-ordination. Once a week older pupils develop their physical skills at the local primary school as they balance on beams and learn to move with control. In the garden area children climb, ride bikes and throw or catch balls. Indoors the children have limited use of large equipment and in-frequent physical exercise. Children have fruit and milk everyday and learn the importance of a healthy diet.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children experience a range of textures and develop their knowledge of colours through art. They play imaginatively together planning parties or being 'Bob the Builder'. Children enjoy singing, acting out songs and rhymes and sometimes they play instruments. They make things for topics but do not use paints on a daily basis in an unstructured way to express their own ideas. Sensory awareness is developed as the children smell flowers, taste gingerbread men and feel sand or playdough.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

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: THE KEY ISSUES

- provide more information for parents on the six areas of learning.
- increase opportunities for children to have regular physical exercise indoors, sometimes using large equipment.
- provide paints or other art and craft materials for use on a daily basis in an unstructured way to promote imaginative artwork.

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.