



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 302819

DfES Number: 553427

### INSPECTION DETAILS

Inspection Date 07/02/2005  
Inspector Name Jill Lee

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Priory Family Centre  
Setting Address Priory family Centre  
Pontefract Road, Lundwood  
Barnsley  
S71 5PN

### REGISTERED PROVIDER DETAILS

Name Barnardos 216250

### ORGANISATION DETAILS

Name Barnardos  
Address Tanners Lane Barkingside  
Ilford, Essex  
London  
IG6 1QG

## 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

Priory Family Centre was registered in 1974. It is situated within the Priory Campus in Lundwood, in Barnsley. It is run by the Barnardos charity.

The nursery within the family centre operates in two rooms, and is open from 9:00 to 11:30 and 12:45 to 15:15 on Mondays and Wednesdays throughout the year. Children have access to a secure enclosed outdoor play area.

It is registered to offer sessional care to 15 children; there are currently 16 children on roll, only one of whom receives nursery education funding. Children attend from the local area. The nursery currently supports a number of children with special educational needs.

The centre employs three staff to work directly with the children; supply cover is provided by other staff employed within the Family Centre. All the staff have an appropriate early years qualification.

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

### How effective is the nursery education?

The Priory Family Centre nursery is a very good nursery where children are motivated to learn within a stimulating environment. Effective teaching, using High Scope methods, enables children to make very good progress towards the early learning goals in all areas of learning.

Teaching is excellent, and staff interactions with children significantly enhance all aspects of their development. Staff have very good knowledge of the early learning goals. They plan interesting and varied experiences to promote children's enthusiasm and curiosity. Staff encourage free exploration; they use skilful open questioning, and create many practical opportunities within the everyday environment to model skills and consolidate learning. Children behave very well in response to the high expectations and sensitive support of staff; they listen well, are able to concentrate in group times, and are caring towards others. The nursery environment is very well resourced, although opportunities for promoting learning using the outdoor environment are not fully exploited. Creative organisation and use of space encourages children to use their initiative to develop and extend skills independently. Staff know children well, and use assessments, based on stepping stones, very effectively to differentiate the aims of activities and group times to meet individual needs and promote challenge.

Leadership of the nursery is strong and the small staff team is committed and cohesive. They share a clear understanding of good early years practice, and have very effective mechanisms for planning and daily communication. Systems for monitoring and self evaluation are well established.

A very good partnership is developed with parents; priority is placed on getting to know children and their families well, and developing supportive relationships. Clear information about the early years curriculum is shared; parents are relaxed in the nursery and become actively involved in their child's learning.

### What is being done well?

- Children enjoy well planned activities, using the whole nursery environment with confidence; they are motivated to learn and explore. The quality of staff interactions with children significantly enhances all areas of their development.
- Staff effectively use clear routines and positive reinforcement of good behaviour to encourage confidence and learning. Children are sensitively supported to concentrate and listen well, to share and take turns, and to care for each other and their environment.
- Staff create a well resourced and child centred nursery environment, which is very effectively organised to promote children's independent choices.

- Staff work closely with parents and use observations very effectively to understand children's individual experiences and interests; support for children with special needs is clearly focussed and planned, ensuring their full inclusion in all activities.
- Strong leadership and the well defined and shared ethos of the centre creates a strong sense of community and teamwork, for both staff and parents. Parents are supported to share very actively in their child's nursery experiences.

**What needs to be improved?**

- emphasis within planning to promote more varied learning opportunities for children, on a day to day basis, using the outdoor environment.

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

Not applicable

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children use initiative to select activities in free play, both indoors and out, exploring the whole environment with confidence. They enjoy independent and co-operative play. They understand expectations, learn to take turns, and develop an awareness of why they need to think about the feelings of others; their behaviour is very good. They have experiences linking them with their local environment and learn about being part of the wider community.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well to share and recall experiences, using increasing vocabulary. They are becoming attentive listeners. They enjoy reading books and hearing stories; they use books well. They are familiar with print and labels in their environment. Children begin to practice, supported by a range of purposeful activities; they recognise their names. They are encouraged to listen to rhymes and to link sounds and letters.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children begin to recognise numbers, use number names accurately up to ten, and to consider more and less. They enjoy and are familiar with many number rhymes. They have practical opportunities in their everyday environment to solve problems and explore number, shape and size. They begin to use size and positional language, and learn about patterns as they match, sort and order within their daily activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious and interested; they learn about the natural world, as they observe changes in the seasons and weather, plant seeds and bury logs in the sand. They build models of their own design, using both large and small construction materials, based on their own ideas. They have opportunity to use the computer, and listen to music using the listening centre. They learn about festivals and the lives of others, as they make pancakes and learn about Chinese New Year.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children control their bodies to use climbing equipment safely, and practise balancing and jumping in the soft play area. They move confidently as they run fast, ride bikes and push trucks along. They learn about the importance of eating healthy food and taking care of their bodies. Children develop fine motor control when they pour their own drinks and concentrate to thread bobbins; they use knives carefully to put jam on their pancakes and learn to hold a pencil with control.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children see their work valued and displayed creatively. They enjoy songs and action rhymes, and make their own music. They are able to express themselves freely using a wide range of mixed media, in painting, collage, modelling, small world play, art and craft. They use stories and their own experiences to develop their imaginary play ideas in role play. They think about sad and happy feelings, and many activities encourage them to think about smell, taste and texture.

**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 the following:
- more creative utilisation of the outdoor environment within everyday planning, to stimulate and extend children's learning opportunities.

*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.*