



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 304967

DfES Number: 541176

INSPECTION DETAILS

Inspection Date 20/09/2004
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Badgers Barn Pre School
Setting Address 132 Chester Road
Helsby
Frodsham
Cheshire
WA6 9NN

REGISTERED PROVIDER DETAILS

Name Mrs Angelina Wheeler

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

Badgers Barn opened in September 2000. It operates from a converted two storey barn, situated in the grounds of the owners home. It is close to the centre of Helsby in Cheshire and it caters for children from a wide surrounding area.

There are currently 55 children from birth to five years on roll. This includes places for 6 funded three-year-olds. Children attend for a variety of sessions. There are no funded children who have special educational needs or who speak English as an additional language.

The nursery opens five days a week all year round, except for Bank Holidays. The hours of opening are 08.00.to 18.00. hours

There are seven full time staff and one part time staff member who work directly with the children. All staff members hold relevant childcare qualifications. In addition, students have placements in the setting. Support is available from a teacher adviser and an area special educational needs coordinator, who are provided by the local early years development and childcare partnership. The setting has recently achieved the 'Investors in People' award.

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

How effective is the nursery education?

The provision for nursery education at Badger's Barn is very good, enabling children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff plan a wide range of activities and present them in an interesting way to motivate children to learn. The setting is well resourced and children can be independent in accessing equipment. Staff respect children, they listen to them and value their opinions. This helps children to grow in confidence and develop trusting relationships. Staff and children have fun together.

Staff plan activities around the six areas of learning and they try to meet children's individual needs. However, information from children's assessments is not used to help plan for future learning.

Staff record assessments of children's progress and dated samples of their work are kept in each child's portfolio. Although some information is shared with parents, it is not used to contribute to children's attainment records. Although there are daily informal updates on some aspects of children's development, an annual parents' evening provides the main opportunity for parents to discuss their children's progress towards the early learning goals.

The leadership and management of the setting is very good. Senior staff act as good role models and provide support and guidance for the staff team. There are monthly staff meetings and bi-monthly planning meetings where all staff are encouraged to contribute. Great emphasis is placed on training to keep staff updated. There is a formal annual review of all aspects of provision, alongside on going evaluation.

The partnership with parents and carers is very good. Parents talk informally to staff and they are well informed about the content of the early years curriculum. The parents' noticeboard and monthly newsletter provide opportunities to keep parents updated about forthcoming events.

What is being done well?

- The children's progress towards the early learning goals is very good in all six areas of learning.
- Staff foster good relationships with children. They act as good role models as they promote good behaviour and offer children praise and encouragement.
- Staff display a good knowledge and understanding of the early learning goals enabling them to provide a wide range of relevant activities. New experiences are presented in an interesting way which arouses children's curiosity and motivates them to learn.
- Children have good opportunities to find out about where they live. They are

taken on regular outings to a variety of venues which help them gain an understanding of the natural world and the roles of adult in the local community.

- The leadership and management of the setting is very effective, with staff having clearly defined responsibilities and receiving good support from senior staff members. There are regular staff meetings with all staff encouraged to contribute. Emphasis is placed on training and there is regular evaluation of all aspects of provision.

What needs to be improved?

- the way in which assessment is used to provide pointers for future learning
- the frequency with which parents are kept informed of children's progress and attainment and the way staff use information from parents to contribute to children's records.

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 towards the early learning goals. Their confidence is fostered well and activities are presented in an interesting way that arouses their curiosity and motivates them to learn. Good relationships are evident and staff and children have fun together. Children's behaviour is good and they are encouraged to make choices and to be independent. Staff treat children with respect and offer praise and encouragement.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children talk confidently about their experiences. They are able to express their views and opinions and staff encourage them to think by skilful questioning. Children enjoy stories and make up their own. They use a wide range of books and enjoy weekly library visits. They recognise letters in their names and are beginning to write their names to label their work. They are encouraged to write for different purposes

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

There are good opportunities for them to recognise numbers. Staff reinforce children's understanding of number by encouraging them to count, and practical activities provide good opportunities for children to explore addition and subtraction. Through role play in a post office, children learn about size, weight and quantity. Creative activities provide children with an awareness of shape and pattern.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The outdoor area and local park allow children to investigate natural materials and living things. Similarities, differences and change are experienced as children bake and plant seeds. There are excellent opportunities for children to find out about their local environment and to discuss its features as they visit different facilities, including a dentist, pet shop and a farm. Children celebrate many festivals.

PHYSICAL DEVELOPMENT

Judgement: Very Good

A well equipped outdoor area provides challenges for children in climbing and balancing. Wheeled vehicles allow children to learn to manoeuvre around obstacles and gain an awareness of space. Children use a range of smaller equipment competently as they kick balls, and spin hoops. Staff organise games to help to develop children's skills and coordination. Children control pencils, gardening tools and construction toys skilfully.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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They learn to use paint in different ways, to explore textures and make models with varied materials. They respond enthusiastically to all aspects of music, enjoying music and movement sessions, playing instruments, singing, dancing and listening to music. They use their imaginations when making up stories using small figures and puppets, and they enjoy varied role play activities. They are able to express their ideas creatively.

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 improving the following:
- making links between children's assessments and the planning of the programme evident, so that there are clear pointers for future learning, building on what children know
- developing existing assessment procedures to ensure that parents are involved in this process, sharing what they know about their child's learning. Share these assessments more frequently with parents.

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.