



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 133492

DfES Number: 514564

INSPECTION DETAILS

Inspection Date 14/06/2004
Inspector Name Ann Taylor

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Middle Barton Pre-School
Setting Address 29 Church Lane
Middle Barton
Chipping Norton
Oxfordshire
OX7 7BX

REGISTERED PROVIDER DETAILS

Name The Committee of Middle Barton Pre-School 290217

ORGANISATION DETAILS

Name Middle Barton Pre-School
Address 29 Church Lane
Middle Barton
Chipping Norton
Oxfordshire
OX7 7BX

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

Middle Barton Pre -School has been registered since 1993 to care for 24 children aged two and a half to five years on a sessional basis and operates morning and afternoon sessions from 09.00 -11.30 and 12.30 - 15.00 Monday to Friday.

The pre -school operates from it's own portacabin within the primary school grounds on the outskirts of this rural village which is in the north west of Oxfordshire.

There are 42 children attending the pre-school of whom 17 are funded 4 year olds; 15 are funded 3 year olds; and 10 children aged 2.5 years. There is one child attending who has special educational needs and no children who speak English as an additional language.

There are four members of staff who are all qualified in childcare, and one member of staff is undertaking further childcare training. The pre-school receives support from the Early Years Development and Childcare Partnership. The pre-school are members of the Pre- School Learning Alliance and have been awarded Oxfordshire's Quality Matters Assurance Award.

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

How effective is the nursery education?

The Middle Barton pre-school provides high quality nursery education overall which enables children to make very good progress towards the early learning goals.

The overall quality of teaching is very good. Staff have a good knowledge of the early learning goals and make good use of assessment to inform their future planning. They are skilled in asking questions and extending children's learning. Staff are very willing to attend training courses and work with advisory agencies to improve standards, for example the 'Language through play' scheme. Staff are good role models. Children are secure in the staff's company and are familiar with routines set.

Leadership and management are very good. The staff work well together as a team and are deployed effectively throughout each session to maintain a calm and stimulating environment. The management encourage staff to attend training relevant to the provision, and identify areas for development from evidence in the appraisal system. There are good systems in place to continually monitor the quality of nursery education, and the setting strives towards continuous improvement.

Partnership with parents and carers is very good. Parents are welcomed and find both staff and management very approachable. They are invited to contribute to their child's education by helping within the group on a voluntary basis or serving on the management committee. They have regular opportunities to learn about how their children are progressing. Parents are extremely happy with the level of care their children are being offered and the standard of nursery education available.

What is being done well?

- Good spiritual, moral, social and emotional development is promoted by teaching children to respect each other, for example awarding bears for good behaviour or kindnesses shown to another.
- Staff's interaction within the activities ensures that children's spoken language and writing skills are developing well.
- Staff provide a wide range of activities to reinforce number, addition, subtraction, shape and size.
- The children are developing a good sense of where they live, for example using maps, photos, and dialogue with people who help us.
- The outdoor area is used imaginatively, and children take full advantage of the opportunities offered to them on a daily basis.
- Wall displays of children's work, well labelled by adults and the children themselves, give children the confidence that their ideas are valued.

- Staff have a good knowledge of the early learning goals and make good use of assessment to inform their future planning.

What needs to be improved?

- children would benefit from opportunities to listen to and respond to a broader range of music to further enhance their development.

What has improved since the last inspection?

The pre-school has maintained their standards of teaching and learning through planning and staff development by the use of regular staff appraisals; staff attending courses; updating all planning in line with the early learning goals; and the review and improvement of child observations.

They have planned for and developed the use of technology and programmable toys by purchasing a computer and programmable toys that are rotated so that children get optimum play value from them.

Finally they have developed the outdoor area to give greater flexibility for large toys by extending the concrete area; purchasing more ride-on and a large play house; and fitting new climbing equipment on a safety surface, which is newly installed and in use.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Good spiritual, moral, social and cultural development is promoted by teaching children to respect each other, for example awarding bears for good behaviour or kindnesses shown to another. Children participate enthusiastically, listen well, and respond to adults appropriately. They are developing skills in independence and personal care. Staff demonstrate positive role models and this results in good behaviour.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident communicators who speak out in a familiar group. The staff's interaction within the activities ensures that the children's spoken language and writing skills are developing well. All children are beginning to write for a variety of purposes, and the more able children form recognisable letters. Children enjoy stories, and book sharing is fostering an interest in stories and information.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show an interest in numbers and counting, and many count to 10 and beyond. Staff provide a wide range of activities to reinforce number, addition, subtraction, shape and size. Children recognise and create simple patterns and use mathematical ideas to solve problems, for example pictographs showing birds visiting the garden, and one showing favourite breads. Plans and past evidence show a range of learning opportunities, which cover all areas of mathematical development each term.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children learn about the natural world by exploring and investigating, for example caterpillars to butterflies, planting seeds and observing growth and change. Children are developing a good sense of where they live, for example using maps, photos, and dialogue with people who help us. Children are confident in their use of the computer and other technology. They are learning about the beliefs, customs and cultures of others, and mark a variety of festivals from around the world.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have good co-ordination skills and understanding of space; they move with confidence and ease around the building and whilst enjoying outdoor play. The outdoor area is used imaginatively, and children take full advantage of the opportunities offered to them on a daily basis. Children use a range of tools with increasing control; opportunities are provided to explore tools both independently and in teacher-led activities.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
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Children confidently explore texture and shape in 2 and 3D. They enjoy participating in songs and have the opportunity to explore the making of sounds using musical instruments, opportunities are missed to listen and respond to a broader range of music to further enhance their development. Staff extend the opportunities for role play to include role play based on favourite stories and rhymes, for example 'Going on a bear hunt'. Wall displays are bright, attractive and well labelled.

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:
- children would benefit from opportunities to listen to and respond to a broader range of music to further enhance their development.

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.