



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 148639

DfES Number: 520518

### INSPECTION DETAILS

Inspection Date 09/04/2003  
Inspector Name Joanne Graham

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Barkham Pre-School  
Setting Address Barkham Village Hall  
Church Lane, Barkham  
Wokingham  
Berkshire  
RG40 4PJ

### REGISTERED PROVIDER DETAILS

Name The Committee of Barkham Pre-School Committee

### ORGANISATION DETAILS

Name Barkham Pre-School Committee  
Address Barkham Village Hall  
Church Lane, Barkham  
Wokingham  
Berkshire  
RG40 4PJ

## 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

Barkham Pre School has been open since 1971 and is a registered charity. It operates in the village hall using the two halls kitchen and bathrooms. It has an enclosed outside play space overlooking fields. The group serve the local villages in a rural setting and the intake of children is a reflection in the make up of the community.

The group is registered for 24 children from rising three to five years of age. Currently there are 31 children on roll attending a variety of sessions each week. The group is open from Tuesday to Friday during school term times from 9:30 am to 12:00 pm. The group is in receipt of funding for three and four year olds and receives support from their local early years partnership. The setting supports children with English as an additional language and with special educational needs.

The group have four staff who cover the four days, two of whom have appropriate childcare qualifications. The other two staff are currently undertaking a suitable childcare qualification.

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

### How effective is the nursery education?

Barkham Pre-school offers a satisfactory provision, which is limited by significant weaknesses.

Whilst teaching has some satisfactory aspects there are also some significant weaknesses. Although staff have appropriate knowledge of the early learning goals, they do not always recognise the opportunities to put them into practice. Teaching is limited and minimal and does not extend children's learning. Some activities are well resourced, however staff miss opportunities to extend learning and to challenge and develop older and more able children.

Staff make little impact on children's play during planned activities, however the children are self-motivated and therefore contribute to their own learning. The children's behaviour is erratic at times due to the inconsistent management and expectations of staff, and the lack of appropriate challenge.

Leadership and management has significant weaknesses. The deployment of staff is not always beneficial to the children's learning. Staff are unclear of their roles in how to extend the learning opportunities for the children. The supervisor and staff have a positive attitude to training and are receptive to new ideas and challenges. However management are unable to identify the group's strengths and weaknesses, which is affecting the group's ability to improve the setting. In the past four months the group has undergone significant staff changes and are only now developing as a team.

Partnership with parents is generally good. Parents are well informed and are actively involved with the day to day running of the group. There are regular newsletters and parent's evenings to build on this partnership. Parents regularly share observations about their child and discuss their child's progress.

### What is being done well?

- . Staff work hard to use the building and premises to its full potential regarding storage and resources
- . Staff provide a good variety of resorces for children to access and motivate their play.
- .Staff have close links with parents and carers encouraging them to be actively involved in their child's learning.

### What needs to be improved?

- .staff awareness of how to provide and implement opportunities for older and more able children to develop their learning;

- the organisation of staff to ensure the children receive sufficient support and encouragement;
- .the management of the children's behaviour throughout the session;
- .the opportunity for the children to extend their knowledge of their own culture and beliefs and those of other people.

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

The setting has made limited improvement since the last inspection. The developmental records of the children's progress in all six areas of learning have been altered since the last inspection but are not effective. Further amendment is planned. The staff are holding regular team meetings to discuss the effective implementation of the adapted records system.

Parents and carers now have the opportunity to share their children's records of progress.

The system for reviewing staff developmental and training needs remains a key issue. There is no record or action plan detailing the staff's needs and requests, or the training details of past and current training. This remains a key issue from previous inspections.

The group is in the process of appointing and training a special needs co-ordinator. They are beginning to develop a system of support for children with special needs.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children's progress in personal, social and emotional development is generally good. They are confident in their interaction with staff and can express themselves well. They work independently and co-operate with one another to extend their own learning. Staff do not always interact effectively or provide consistent boundaries for behaviour management. This results in some poor behaviour.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

Children's progress in communication, language and literacy is satisfactory, but has some significant weaknesses. Children listen well to each other, but do not always respond to adult instructions. Some of the children are beginning to recognise and write their own name however.. staff miss valuable teaching opportunities to promote children's understanding of letter sounds. There is a lack of appropriate visual resources to re-inforce and support children's understanding of letter shape.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

The children's progress in mathematics is satisfactory, but has some significant weaknesses. Children have access to a variety of good resources, however staff miss opportunities to extend and re-inforce mathematical learning of all the children. Children participate well in, and enjoy counting songs. There is little opportunity for the children to problem solve within everyday play situations or to use a wide range of mathematical language.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children's progress in knowledge and understanding of the world is satisfactory, but it has some significant weaknesses. Children have regular access to a computer and variety of appropriate software. They confidently discuss past and present events in their lives. Staff lack teaching knowledge about other cultures and beliefs. They frequently miss valuable teaching opportunities to extend children's learning through exploration, investigation and stimulation of the senses.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good. They have regular access and opportunity to develop and extend their physical co-ordination in a variety of situations. The children move with confidence and control when using equipment, however staff miss opportunities to inform children of the changes to their bodies during exercise. The group use the indoor and outdoor areas to the full potential.

**CREATIVE DEVELOPMENT**

Judgement:	Significant Weaknesses
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The children's progress in creative development is satisfactory, but has significant weaknesses. Children participate in songs and rhymes enthusiastically. They participate and enjoy the opportunity of free expression in role play. There are few occasions for the children to use their imagination during the structured art and craft activities. Music and opportunities to explore sound are not regularly built into planning.

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

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop staff's awareness of how to provide and implement opportunities for all children to develop their learning;
- develop the organisation of staff to ensure the children receive sufficient support and encouragement;
- develop the management of the children's behaviour throughout the session;
- develop the planning system to ensure staff are able to support and encourage children in their learning.

*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.*