



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY278752

DfES Number:

INSPECTION DETAILS

Inspection Date 30/01/2005
Inspector Name Susan McCourt

SETTING DETAILS

Day Care Type Full Day Care, Out of School Day Care
Setting Name Barnies Day Nursery and Out of School Club
Setting Address Hadlow Primary School
School Lane, Hadlow
Tonbridge
Kent
TN11 0EH

REGISTERED PROVIDER DETAILS

Name Miss Ann Windsor

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

Barnies Nursery and Out of School Club opened in January 2004. It moved to new premises in January 2005 and operates from a separate building in the grounds of Hadlow Primary School, in Hadlow village. The setting is open Monday to Friday, from 08:00 to 18:00 all year round.

The nursery offers full day care for children aged under five and the out of school provision is open to children aged five to eight years. The registration is for 50 children and there are currently 37 children on roll. At the time of inspection, 10 children were in receipt of funded education. The setting supports children with special needs and those who speak English as an additional language.

The setting has sole use of a purpose-built building with three playrooms, kitchen, office, staff room, toilets, staff toilet and utility room. There is a fully enclosed outdoor area. The building and outdoor area offers full access to wheelchair users.

There are currently nine staff working with the children, eight of whom have appropriate qualifications in day care and playwork. One member of staff is studying for a qualification and a further three members of staff are furthering their qualifications. The setting receives support from the Early Years Development and Childcare Partnership and is working towards the Kent County Council Kite mark 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 Barnies Nursery is acceptable and of good quality overall. Overall, children are making generally good progress towards the early learning goals with very good progress in personal, social and emotional development and knowledge and understanding of the world.

The quality of teaching is generally good. Staff are qualified for their role and know the Foundation Stage well, bringing out the learning potential of any play. The learning environment is planned to include a range of activities, but children's choices are limited and further resources are not easily accessible to them. This reduces children's independence and consequently, their opportunities to follow their interests or set their own challenges. Planning covers all the stepping stones and includes clear guidance for staff about what to talk about with the children. Key-workers maintain detailed observations of children which ensures that their progress through the Foundation Stage is closely monitored.

The leadership and management is generally good. The management staff meet regularly and are often present to work alongside staff. Staff are clear about their roles and are supported to develop their skills and qualifications. The ethos of the nursery is clearly stated in the literature and all work is regularly reviewed in line with good practice.

The partnership with parents is generally good. Parents can see policies and procedures and can meet with key staff at any time. Parents evenings are held twice a year and parents are given a presentation about the Foundation Stage and can see assessments.

What is being done well?

- Staff know the Foundation Stage well and can develop the opportunities for learning in any play situation. This helps to make learning meaningful and enjoyable for the children.
- Staff have devised an assessment format which ensures that each child's development through the Foundation Stage is closely monitored. This ensures that each child's learning needs are known and staff can tailor what they do accordingly.
- The owner and managers have a clear vision of how they want the nursery to run and this is communicated to parents and staff. Staff are given good support to achieve their aims.
- Staff create excellent opportunities for the children to forge strong links with the community. Visitors come to the nursery to talk about their job, children visit different shops and local amenities and the children also contribute to charity events.

What needs to be improved?

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| <ul style="list-style-type: none">● the learning environment: to increase choices for children, to increase the accessibility of equipment and to develop children's independence. |
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What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are well settled in the nursery and have secure relationships with staff. They are keen to play and persist when learning new skills. Children concentrate well and make choices. Children learn about feelings and show empathy with characters in the story. Children are polite when asking for things and learn to co-operate with each other. Staff give positive messages and value what children say and behaviour is good as a result. Children chat about their experiences.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are confident talkers, joining in at group times to ask questions and relate their experiences. Children also listen well when appropriate. They learn to negotiate over turn-taking. Children have frequent opportunities to link sounds with letters and know which letters are in their name. They enjoy taking part in story time using props and look at books spontaneously. Different languages are seen around the room. Children enjoy writing, but equipment is sparse and not always accessible.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count through adult-led focussed activities as well as in practical activities such as at registration time. Children can recognise numerals and use number names spontaneously during play. Children can say the number that is one more than a given number and learn simple adding and subtracting methods when playing shops. Children and staff use a good variety of mathematical language throughout play activities although mathematical equipment is not easily accessible.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have regular access to a variety of materials such as dough, lentils and paint. They take part in activities such as cooking and planting, and can use equipment from the investigation box in a variety of activities. Children use a variety of technological equipment such as the computer and friction or wind-up toys. They learn about their local environment through outings and community visitors. Children experience different cultures with visitors who provide authentic clothing and food.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children use a variety of equipment outdoors including rider toys, bikes and roller skates. They also have regular access to a climbing frame and trampoline. Children learn about health and how bodies work in different topics and when chatting with staff. Children use different tools and equipment indoors although their selections are limited by adult choice. Children use equipment safely and are closely supervised by staff.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Children use different materials and substances to play with although this is limited by adult choice. Children know a variety of songs and enjoy joining in with actions and movements. Children have a good variety of role play experiences rotated through the week and they are also quick to devise their own role plays as part of other activities. Children are encouraged to use their senses in planned activities such as making lavender bags, and spontaneously when chatting via a tube.

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

- develop the learning environment: to increase choices for children, to increase the accessibility of equipment and to develop children's independence.

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.