



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 507811

DfES Number: 516289

INSPECTION DETAILS

Inspection Date 07/01/2005
Inspector Name Gill Moore

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Red Barn Community Pre-School
Setting Address Linden Lea
Fareham
Hampshire
PO16 8HJ

REGISTERED PROVIDER DETAILS

Name The Committee of Red Barn Community Pre School

ORGANISATION DETAILS

Name Red Barn Community Pre School
Address Red Barn CP School
Linden Lea
Fareham
Hampshire
PO16 8HJ

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

Red Barn Community Pre-school is a community run group and opened in 1994. The pre-school is situated in Red Barn Primary School in the residential area of Portchester, North West of the city of Portsmouth. Children attend from the surrounding residential area. Accommodation includes one main classroom and an enclosed outside play area. The group also have daily use of the school hall, and access to the school library and other areas within the school building and the school grounds.

There are currently 43 children from 2 years to 5 years on roll. This includes 19 funded 3 year olds and 7 funded 4 year olds. The group supports children with special educational needs and English as an additional language. The pre-school opens Monday to Friday 08:45 - 15:15 during the school term. Children attend on a part time or full time basis.

The committee employ 2 qualified supervisors to be jointly responsible for the running of the group, each work on a part time basis. In addition, 6 staff work directly with the children, 4 of whom have a recognised childcare qualification. The pre-school is a member of the pre-school learning alliance and receives support from the early years partnership.

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

How effective is the nursery education?

Red Barn Pre-School provides good quality nursery education, where children make generally good progress towards the early learning goals. Children's progress in many areas of learning is very good.

The quality of teaching is generally good with some very good aspects. Staff have a secure knowledge of the early learning goals and show a clear understanding of how children learn. They use a varied range of exciting and effective teaching methods and adapt their approach to ensure children are sufficiently challenged in most areas. Staff make regular observations of children's progress and identify individual targets, although the links between these and the curriculum plans are not fully developed. Staff promote the inclusion of all children, valuing each child as special and develop secure relationships with them. Sessions are well organised, and children's behaviour is very good, however the routine, use of space and accessibility of some resources does not enable children to initiate their own learning and access the full range of equipment across all sessions.

Leadership and management are generally good. Staff have clear roles and responsibilities and work well as a team. Communication is highly effective and the pre-school is well organised, which ensures the aims of the group are successfully achieved. Management know the strengths of the group, review and assess most aspects of the pre-school and act on their own evaluations.

The partnerships with parents are generally good and secure friendly relationships are established and maintained. Strong links are in place between home and the pre-school and parents receive detailed information about the curriculum and topics and activities their child is involved in. Good channels of informal communication ensure information is exchanged about children's achievements and progress, although no written information is provided to parents relating to this.

What is being done well?

- Staff are highly effective in the way they question children. They use a good range of open-ended questions, encouraging children to think through their own ideas and make their own predictions, and introduce an extensive vocabulary. During one activity, children talk about the differences between a helicopter and an aeroplane. Staff question and explain how the blades and wings work, and children predict which one will fly the farthest, before they experiment with the models they have made.
- Children's confidence and independence is well promoted and they are actively engaged in their learning. They respond well to the constant praise and encouragement from staff developing high levels of self-esteem. As a result, children form very good relationships with adults and their peers and their behaviour is very good.

- Staff provide very good support to children with special educational needs and English as an additional language. They liaise effectively with parents and outside agencies, to ensure children's continual progress is monitored and reviewed and effective learning takes place. Staff teach all children to value themselves and one another and celebrate their individual successes, both within the pre-school and at home.
- The staff team is dynamic and well established and has a positive impact on the progress children make. Staff know their individual strengths and actively seek to increase their skills and knowledge through regular training opportunities.
- Parents are invited to be involved in the pre-school, for example through representation on the committee, fundraising events and helping out in sessions. The introduction of the pre-school library encourages parents to share a wide range of books with their child at home, enhancing early reading and language skills and developing an interest in the written word.

What needs to be improved?

- the use of time, space and accessibility of some resources to increase opportunities for children to initiate their own learning and access equipment across all sessions, particularly with regards to creative activities and role-play equipment
- the system for planning, to make it more manageable for staff and to show clear links between focused learning intentions and children's individual targets, ensuring more able children are sufficiently challenged across all areas, particularly relating to mathematical development
- opportunities for children to problem solve and explore mathematical concepts for themselves through independent learning and increased access to mathematical resources
- opportunities for parents to receive written information about their child's ongoing achievements and progress and make written contributions to the assessment of their child.

What has improved since the last inspection?

The pre-school has made generally good progress since the last inspection.

They were asked to establish a way to keep parents well informed of their child's attainment and progression and encourage parents to contribute their own observations. Verbal discussions take place informally to discuss individual learning targets and children's progress with parents. At present, parents do not receive written information regarding children's ongoing achievements and progress and are not provided with any formal opportunities to contribute to children's assessment records.

The group were also asked to continue monitoring the education plans to ensure

they reflect children's learning and to use children's assessment records to plan for further learning. Management are continuing to monitor the system for planning, and have identified this as an area that still needs developing. The identification of individual learning targets for children has now been introduced, although the links between these and the focused learning intentions outlined on written plans are not fully developed.

The pre-school were asked to ensure plans show that children are grouped appropriately for progression of learning. Opportunities are provided for children to work in different sized groups, as well as independently, and information relating to how activities can be extended for the older children are included on the written plan.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are happy and actively involved in their learning, making choices about their play from the resources staff make available. They concentrate well, for example during group discussions, and confidently suggest their own ideas. Children's personal independence is well promoted and they work together to tidy up activities and put on their aprons for messy play. They understand the difference between right and wrong and are considerate to one another, forming good relationships.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children show good speaking and listening skills and use a varied range of vocabulary to describe their real and imagined experiences. They learn about letters and sounds, through the introduction of jolly phonics, and recognise these in their names. Children practice emergent writing in a variety of situations and more able children are beginning to learn how to form letters correctly and write their names. They have good opportunities to share and explore a wide range of books.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children confidently recognise and count numbers and this is re-enforced through routine tasks, such as counting the number of children present and identifying the date. They benefit from good individual support in learning to develop their understanding of number, for example when moulding sausages from dough. Planned activities help develop concepts of size, shape, weight and measure, although opportunities for children to problem solve through independent learning are limited.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about living things and observe changes through activities linked to topic work, for example they plant bulbs, cook, fly aeroplanes and observe tadpoles changing into frogs. They explore the wider world and learn about countries and cultures through exciting activities, such as making passports and pretending to go on holiday. Children skilfully build models using a variety of construction equipment and have some access to a range of information and communication technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children engage in physical activities daily and these are planned well to provide opportunities to develop gross motor skills, for example climbing and balancing through the use of the school apparatus. They learn how to move their bodies in different ways as they run, hop, skip and jump and show an understanding of spatial awareness. Children have good opportunities to use a range of small equipment including balls, hoops and beanbags. They confidently handle a variety of tools and materials.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Staff provide planned opportunities for children to use a variety of media such as clay, paint and dough and they learn how to use these in different ways. They enjoy expressing their imagined ideas through role-play, for example in the travel agents, and creativity, although opportunities for them to do so are structured and resources cannot be accessed independently. Children learn about sound and rhythm and enjoy singing and exploring different types of music and dance.

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

- evaluate and improve the use of time, space and accessibility of resources to increase opportunities for children to choose their own equipment, in particular relating to creative activities and role-play
- evaluate the system for planning, to make it more manageable for staff and ensure clear links are identified between focused learning intentions and children's individual learning targets
- consider introducing a focus area for mathematics to further promote opportunities for children to problem solve and consolidate mathematical concepts through independent learning
- provide opportunities for parents to receive written information about their child's ongoing achievements and progress and to make written contributions to the assessment of their child.

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.