



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 205423

DfES Number: 530286

INSPECTION DETAILS

Inspection Date 28/04/2004
Inspector Name Anne Georgina Phillips

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Barnabees Nursery Ltd
Setting Address Wolverley Road
Kidderminster
Worcestershire
DY11 5JN

REGISTERED PROVIDER DETAILS

Name Barnabees Nursery Ltd

ORGANISATION DETAILS

Name Barnabees Nursery Ltd
Address Wolverley Road
Kidderminster
Worcestershire
DY11 5JN

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Barnabees Nursery Ltd opened in 1998. It operates from a demountable building in the grounds of St Barnabas Church of England First School, which is situated in the Franche / Marlpool area on the northern outskirts of Kidderminster on the main routes to Bridgnorth and Wolverley. The nursery has sole use of this building and shared use of the school grounds and conservation area. The building is leased from charitable trustees that own and manage it. There are close links between the nursery and host school. The nursery serves a wide area.

There are currently 41 children from 2 years 9 months to 4 years 6 months on roll. This includes 21 funded 3-year-olds and 16 funded 4-year-olds. Children are admitted from the term in which they are three until they are five years old or until school entry. The nursery supports children with special needs.

The nursery opens from 09.15 to 14.45, Monday to Friday during school term times only. Children may attend for full or part days. Session times are 09.15 to 11.45 and 12.15 to 14.45.

The nursery has a pet hamster.

There are three full time members of staff who work with the children, two of whom have an early years qualification at NVQ level 3, with the other having a NNEB, all have a current paediatric first aid certificate. All staff have attended numerous other short courses and training events. The nursery receives support from a mentor teacher from the Early Years and Childcare Partnership (EYDCP). It belongs to a local nursery education support group, the Wyre Forest Play Forum, and has achieved the Gold Growing Together Quality Assurance Award. Parental involvement in the nursery and its management is encouraged.

How good is the Day Care?

Barnabees Nursery provides good quality care for children. The small stable staff

team works effectively to provide a varied and interesting environment for children. All of the staff are qualified and experienced. There is an effective keyworker system, which supports individual children's security and learning. Very good use is made of the available space, both indoors and outside, to present an attractive, welcoming and accessible environment. Resources are extensive and interesting to the children and contain very good reflections of diversity and disability. Sufficient staff are deployed to meet the needs of children at inspection, but ratios should be reviewed for under threes in light of recent guidance. Documentation is generally well kept.

Staff are vigilant about children's safety and security. There are good systems in place to identify and reduce risks to children. Good daily routines and accessible hand washing facilities for children encourage the development of good hygiene practices and independence. However, hand drying and the checking of fire appliances could be improved. Children enjoy sociable snack times with fruit. Staff have a good awareness of their child protection responsibilities.

Children are involved in a wide range of stimulating activities which include good opportunities to use their imagination, play actively outdoors, and learn about their own culture and that of others. Staff work closely with the children, stimulating them and asking them questions to encourage their thinking. Staff and children develop warm relationships with each other so that children behave well and are happy and secure. There are effective strategies in place for managing behaviour and welcoming all children.

Partnership with parents is good with effective daily systems for sharing information so that children's needs are met and parents kept informed. There are good opportunities for parents to be involved in children's learning.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Managers and staff demonstrate a strong commitment to on-going training and development and are continuously looking to develop the opportunities available to children and themselves e.g. the development of outdoor play opportunities to increase children's enjoyment and learning.
- The keyworker system ensures that staff know the children very well and are able to monitor and meet their individual needs very effectively.
- Children are praised and encouraged frequently so that they respond well to clear, consistent boundaries.
- Relationships with parents and children's learning are enhanced through the sharing of home activity packs.

What needs to be improved?

- the staffing ratio when under threes are present
- the procedure for ensuring that parent's sign all agreements
- the procedures for hand drying and checking fire appliances.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
2	Review child: staff ratios to ensure that those for children under three years are continuously met.
6	Improve the frequency of fire appliance testing.
7	Review hand washing arrangements to ensure that good hygiene standards are maintained.

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

How effective is the nursery education?

Barnabees Nursery provides very good nursery education, which enables children to make very good progress towards the early learning goals (elgs) in all six areas of learning.

The quality of teaching is very good. Staff have a sound knowledge of the way children learn and plan activities that interest children so that they are keen and well motivated to learn. They organise the indoor and outdoor resources very effectively to create a learning environment where children can develop their independence, learn about the natural world and other cultures. Staff manage children very well and have good relationships with them. Children's spiritual, moral, social and cultural development is fostered well.

Children are grouped well to support their individual learning needs. Staff work closely with them to ensure that each child is being sufficiently challenged. Planned activities are interesting to children and well paced in adult led groups or free play opportunities. Staff encourage children's vocabulary and encourage them to think and express themselves.

Observations and assessment are used effectively to monitor children's progress against the elgs. These are used to identify and follow up any gaps in children's learning, which are shared with parents.

Leadership and teamwork are very good. The use of staff, time, the environment and resources are very effectively organised to provide an attractive and stimulating setting for all children. The staff are committed to self-evaluation, appraisal and training so that the nursery runs smoothly. They regularly update their own knowledge and use this to extend opportunities for children's learning.

Partnership with parents is very good. There are effective systems in place to share information with parents daily and more formally. They are helped to support children in their learning at home through shared activity home-links packs which parents and children value and enjoy.

What is being done well?

- Staff use very good strategies to promote good behaviour and consideration for others. They give children clear and consistent boundaries. Their calm and polite manner acts as a very good role model for children.
- The knowledgeable and close-knit team work effectively with the children ensuring that their individual needs are met.
- There are good systems in place to ensure that children's special educational needs are identified and plans put in place to meet them.

- Staff work with parents and outside agencies to ensure children gain as much as possible from activities.
- An effective keyworker system ensures that children are secure and confident and that they experience an appropriate level of challenge in activities.
- Equality of opportunity and diversity are actively promoted in all aspects of the nursery.

What needs to be improved?

- there are no significant weaknesses to report but consideration should be given to improving the following:
- further developing the opportunities for children to expand their own ideas and thinking.

What has improved since the last inspection?

Very good progress has been made since the last inspection. The staff have introduced a number of effective measures to improve planning and teaching which were raised as key issues in the previous inspection report.

The nursery leaders drew up an action plan committed to reducing the teacher directed activities and giving children more opportunities to initiate their own ideas.

As a result, the opportunities for children to express themselves have been improved. Children are able to express themselves in free play, role-play, drawing, play dough and music. They follow up experiences they discover for themselves such as finding out about ants in the playground and identify feelings, likes and dislikes.

Activities are now more practically based, with resources expanded for numbers and counting including action rhymes with props such as model ants. Work sheets have been considerably reduced and are used to support and assess older children's learning appropriately.

Assessment procedures are now easily managed by staff who understand them and use them effectively to monitor children's progress and plan future learning. Further revision is planned shortly to synchronise with proposed standardised local assessments.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very confident and secure. They are keen and interested to learn, eagerly choosing their own activity at free play times. They listen closely and concentrate well at group times or alone. They are encouraged to be independent and are developing competence using the toilet and putting on their outdoor clothes. Children behave very well and are develop an understanding of their own needs and those of others by sharing, taking turns and finding out about other families and cultures.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children listen attentively to stories and have good opportunities to read and use books. They sing familiar rhymes with confidence. They talk confidently with each other and older children, using language to negotiate the use of tools or resources. Staff extend children's learning by introducing new vocabulary e.g. citrus. Children have good opportunities to see and use letters and sounds. Four year olds are becoming competent at recognising initial sounds in words and writing their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to learn about number through a range of planned and spontaneous activities. They count confidently up to 10 and some beyond. Most children can count groups of objects accurately with increasing skill and match appropriate numerals. They explore the concept of more or less by counting the number of children with blue or brown eyes. Children recognise shapes with confidence. They use and talk about patterns in their play.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are curious to learn and explore their surroundings. They observe changes in the weather, their families and the natural world. They find out about ants in the playground and how frogs grow in the conservation area. Children have good opportunities to experience a wide range of festivals and cultures. They are able to access a wide range of resources, which reflect positive images of diversity and contain many programmable toys and equipment. They respond to a range of materials.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children are developing a good awareness of a healthy lifestyle and the importance of exercise and diet. They learn about healthy foods and how their bodies work. They are developing a good awareness of space. They move carefully indoors, but manoeuvre confidently and skilfully when playing outdoors. They are developing increasing competence with a wide range of tools and materials e.g. trowels and plant pots; building tools; playing play dough and sand; pencils and felt tip pens.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children enjoy listening and responding to calm or loud music with simple musical instruments. They explore their senses by smelling and identifying different everyday materials. They respond expressively with their bodies or by putting their likes and dislikes into spoken language or drawings e.g. drawing happy or sad faces. Children have good opportunities to explore experiences through varied and interesting role-play activities. They explore colour, shape, texture and natural materials.

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:

- further develop the opportunities for children to develop their own ideas and thinking

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.