

# Barugh Green Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	302821
<b>Inspection date</b>	11/11/2008
<b>Inspector</b>	Hilary Mary Mckenning
<b>Setting address</b>	Village Hall, Barugh Green Road, Barugh Green, BARNLEY, South Yorkshire, S75 1JT
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<b>Type of setting</b>	Childcare on non-domestic premises

## **Introduction**

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## **Description of the setting**

Barugh Green Pre-School was first registered in 1996. It is situated in the community centre in Barugh Green near Barnsley. Children access the main hall and adjacent bathroom facilities. There is a secure outdoor play area.

The pre-school may care for 24 children at any one time and there are currently 67 children on register between two years and five years. It is open Monday to Friday each week during term time only. Children attend a variety of sessions between 09.00 and 12.30 and 13.00 and 15.30. The pre-school is registered on the Early Years Register.

There are five members of staff working with the children, all of whom have early years qualifications. The playgroup receives support from the local authority.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children are happy and eager to participate in the range of interesting activities where they can learn about themselves, discover differences and confidently initiate their own play. They feel very secure and have good self-esteem. Planning is focused around children's interests, and activities meet their individual needs. Observations are routinely completed with all children and show they are making good progress in their learning within a supportive and stimulating environment. Most of the required documentation is in place. Children are able to participate fully as there is a strong commitment to inclusion and continuous improvement. Staff work closely with parents and they are developing links with other agencies to encourage and promote children's learning and development. The provider recognises the value of continuous improvement and has successfully completed all recommendations raised at the last inspection.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- consider the organisation of the sessions in order to support a rounded approach to children's learning
- ensure documentation is appropriately kept to maintain confidentiality

## **The leadership and management of the early years provision**

The provider has a sound understanding of their role in keeping children safe. There is a comprehensive selection of policies and procedures, which contribute to the operation of the service and the welfare of the children. These are reviewed regularly and shared with parents. Staff have an appropriate understanding of safeguarding children and have completed a relevant child protection course. They

are confident to follow the procedure for reporting and recording any concerns they may have about a child. Most required records and documentation are in place and stored securely. However, confidentiality is not consistently maintained across the recording of accidents, medication and existing injuries. Appropriate vetting procedures ensure that all adults in contact with children are suitable to do so.

Children are introduced to safety and how to keep themselves safe, for example, they readily discuss the procedures to follow in the event of a fire as drills are held regularly. Risk assessments are completed and areas requiring attention are acted on to ensure that children are kept safe, both within the setting and on outings.

The provider has a good understanding of the Early Years Foundation Stage framework and is using assessments of children's achievements to assess children's starting points and inform planning for the next steps in their development. There are good, established links with local schools through regular visits. There is a positive relationship between staff, children and parents. Staff regularly share information with parents through the noticeboard, newsletters and daily feedback to keep them up to date about the care of their children. Parents complete regular questionnaires and contribute to the service.

## **The quality and standards of the early years provision**

Children's welfare, learning and development are promoted well. However, the organisation of the sessions means that some children's play is interrupted in order to complete a set activity. There are plans in place that focus on children's interest. Children use a wide variety of resources to meet their individual needs and their progression is monitored. Children use programmable toys with ease as they select music. They play together well and are competent as they help each other build an enclosure with crates. Children successfully negotiate obstacles as they move with control and balance on crates and tyres. During role play, children respond to directions for the 'crossing lady' and follow the sign posts as they skilfully manoeuvre wheeled toys and cars around the playground.

Policies and procedures are comprehensive and shared with parents, thereby providing a clear sense of direction, enhancing the care and learning of the children. There are appropriate routines in place that promote good hygiene and protect children's health. There are suitable systems in place to deal with accidents involving children and all written parental permissions are in place. Parents have been informed about the procedure for making a complaint and there is a clear system for keeping a record of any complaints. Children's behaviour is effectively managed and positive encouragement means they behave well. Children are forming positive relationships and show kindness and consideration towards each other as they help each other when putting their coats on before going out to play. There are suitable methods in place to deal with unacceptable behaviour, such as distraction, time out and re-direction.

Children enjoy their play and learning as they readily access a wide range of toys and resources. Staff take advantage of situations that may arise to enhance

children's learning. For example, they introduce discussions around fire safety following a visit from the fire service. All activities are age appropriate and give the children lots of enjoyment and pleasure. Children make a positive contribution by becoming involved in all areas of play. They learn about the wider world and its diversity through good examples and are beginning to appreciate multicultural society. For example, they take part in other festivals and celebrations. There are a wide variety of resources to help children understand and learn about other cultures and how their actions can affect others. Children's future economic well-being is fostered through a positive relationship with staff.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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