

St Barnabas Pre-School

Inspection report for early years provision

Unique reference number	139961
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Inspector	June Fielden
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Type of setting	Childcare on non-domestic premises

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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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

St Barnabas Pre-school is privately owned. It opened in 1990 and operates from St Barnabas Church Hall in Sutton. There are two separate main halls with the pre-school having sole use during the hours of opening. Children have access to a fully enclosed garden for outside play. The pre-school opens each weekday during term time. Sessions are from 9:20 am until 11:50 pm, and children can stay on until 1.00 pm for the lunch club. At busy times of the year an additional session operates from 12.20 pm to 2.50 pm on Monday, Wednesday and Friday. They also operate a holiday playscheme from 9.30 am until 12:30 pm on Wednesdays and Thursdays during August.

A maximum of 50 children may attend the pre-school at any one time. There are currently 53 children from two and a half to the end of the early years age range on roll. The pre-school is also registered on the compulsory part of the Childcare Register, and a maximum of 30 children aged from two and a half to eight years may attend during the summer playscheme. The setting supports a number of children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 12 members of staff, all of whom hold appropriate early years qualifications to at least NVQ at L2. The pre-school has obtained the Quality Improvement in Learning and Teaching accreditation (QUILT).

The holiday playscheme was not inspected as it was not operating at the time of the inspection.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school leaders have a clear vision for the future of the setting. Staff provide an inclusive environment where the needs of all children, including those with special educational needs and/or disabilities are well met, as they are provided with the support they need. The pre-school works well with parents and other settings that children attend. Through self-evaluation the pre-school is aware of its strengths and areas for further development. Although there is a breach of a specific welfare requirement relating to suitable premises, environment and equipment, this does not have a significant impact on the provision.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that the risk assessment is reviewed at least once a year, and more frequently where the need arises, to maintain children's welfare (Suitable
- 30/10/2009

premises, environment and equipment) (also applies to the compulsory part of the Childcare Register)

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

- ensure that the steps which are accessible to children and lead up to the stage area in one of the halls are included in the risk assessment

The effectiveness of leadership and management of the early years provision

The pre-school has designated staff who understand their legal responsibilities to ensure children's welfare. Their range of policies and procedures are understood by staff and parents, and the group work with relevant agencies to protect children from harm. The same policies and procedures also apply to the holiday playscheme. There are clear vetting procedures to ensure that all staff working with children are suitable to do so. The pre-school has written risk assessments in place for all outings children are taken on. However, it is slightly more than a year since the setting last completed a full review of its risk assessment for the premises, as staff were waiting until the alterations that are currently being made to the outdoor area are completed before undertaking this task. Although the review was delayed, staff made an appropriate record of the risks connected with the development of the outside area before the work commenced. Staff also carry out a daily check of the setting to ensure that it is safe. Although it is currently possible for children to access the steps leading up to the stage area in one of the halls, they do not do so, as they are well monitored by staff, and as a result, there are minimal risks to children in the setting.

The pre-school has a variety of effective policies in place and follows an efficient recruitment procedure. There are high ratios of well qualified staff to children being cared for, and the same staff work with them at the holiday playscheme, ensuring continuity of care for those that attend both groups. Staff are provided with good opportunities to continue their professional development. They attend training that is relevant to the needs of the pre-school as well as in areas in which they wish to develop their knowledge further. Space is well used within the setting to create areas for different activities. The older children are based in one of the two halls used by the pre-school, and the younger ones in the second hall one. Staff ensure that children from both groups are provided with the chance to socialise with each other for part of each session. Children are taught about recycling and how they can grow plants from seeds that provide them with food. Parents of children from different cultures are welcome to bring in artefacts that reflect their backgrounds to share with the group. Some of them also read stories from their country of origin to the children. These have sometimes been read to them in their first language, which the parent then translates into English, raising children's awareness of the differences between people. The staff at the pre-school evaluate their setting, and successfully identify their particular strong points. These include having an appropriately trained member of staff responsible for ensuring the welfare of children with special educational need, who is not included in the

adult/child ratio. Also, the pre-school has access to an interpreter for parents who do not speak English. The setting has met all the recommendations raised at their last inspection, including providing two mobile washbasin units to enable children to wash their hands whenever necessary, in order to avoid the spread of infection.

Parents are effectively provided with information about the pre-school and their child's learning and development. They receive a welcome pack when their child starts at the setting, and are introduced to their key person. The notice board offers them all the necessary information, including photographs of staff and their positions and qualifications. Parents receive regular newsletters and are invited to help out on a rota basis, and on outings, to further involve them in the group. They are also asked to complete regular update sheets on their child, to enable staff to add this new information to children's records. Parents are invited into the setting while it is operating, to see what their child is doing, and to look at their development records, which are available to them at any time. The planning is also accessible to parents, and they are asked to let their child bring in items connected to the different themes they are looking at. The older children take a book home at the end of each week to share with their parents, to further involve them in children's learning. Children's opinions and preferences are also sought by staff, and are included in the planning. Staff successfully exchange information with staff at other settings children attend. They also co-operate well with staff at local schools which the children move onto, and the teachers are invited to the pre-school to meet the children that will be transferring into their care.

The quality and standards of the early years provision and outcomes for children

Children are offered a good balance of adult led and child-initiated activities which successfully cover all areas of learning. They make good progress in their learning as planning is based on their individual needs and includes activities in which children have expressed an interest. Staff regularly observe children and use the information they obtain to ascertain children's next steps in learning, which they use to inform future planning. Each child has their own development record which includes some samples of their work and photographs, as evidence of their achievements. Children are provided with a wide range of role play equipment and dressing-up clothes to enable them to use their imagination. They develop their independence through activities, such as self registering in the morning and putting their empty milk cartons in the bin. Children use a climbing frame and ride around on a variety of wheeled vehicles for exercise. Staff share books with children and provide a variety of different writing and drawing materials for them to use, and encourage them to start putting their name on their work. Children use puzzles which involve them in matching shapes and the number of holes in them correctly. Staff create displays for special events, such as Chinese New Year and raise children's awareness of festivals from other cultures.

Children use paper towels and liquid soap when they wash their hands, to avoid cross-contamination. They help themselves to tissues to blow their nose and then put them in the bin. Children choose between milk and water, and are offered fruit at snack time, raising their awareness of healthy eating. They bring their own food

for lunch club, and staff monitor what children eat to ensure they have a nutritional diet. Staff help children to learn about keeping themselves safe by inviting members of the fire and police services into the pre-school to speak to children. There are many effective measures in place to ensure children's safety. All visitors sign in and out of the setting, and children are involved in regular fire drills, and a record of these is kept by staff. Staff have high expectations for children's behaviour and are always positive with children, rewarding them with praise. As a result, children cooperate well with each other in their play and share the resources. Children are provided with opportunities to investigate equipment, such as binoculars and torches, and are able to explain how these produce light. Electronic toys and a computer are available to children to use to develop their understanding of information technology.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Suitable premises, environment and equipment) 30/10/2009