

The Barn Pre-School

Inspection report for early years provision

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Inspector Alison Large

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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*.

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Description of the setting

The Barn Pre-School was registered under new ownership in 2008. It is a privately owned provision that operates from a self contained building that is set back from the road, in Waterlooville Hampshire. Children have use of a main play area and an enclosed garden for outside play. There are no access issues. The provision takes children from the local community and the surrounding area. The setting is registered on the Early Years Register.

The pre-school is registered to provide care for a maximum of 20 children from two to five years at any one time. There are currently 28 children on roll aged from two years to under five years. Of these, 19 receive funding for early education. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The pre-school is open each weekday from 8:55am until 11.55am and also 12:05pm until 3:05pm on Mondays, Tuesdays, Wednesdays and Thursdays; children are able to attend all day. The pre-school employs seven members of staff. Of these, four hold appropriate early years qualifications and four are working towards a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children thoroughly enjoy their time at the pre-school. The staff work hard to create a welcoming, and stimulating environment where children are safe and settled and their individual needs are well met. The pre-school provides a bright and child-friendly area for the children to play and learn. Children enjoy worthwhile and interesting experiences of the Early Years Foundation Stage (EYFS) and make generally good progress in their learning and development. Ongoing reflection and implementing improvements, mean the setting is moving forward, ensuring continuous improvement takes place.

What steps need to be taken to improve provision further?

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

- continue to develop the systems of observation, assessment and planning to fully support children's learning and development
- review and update policies and procedures in line with the EYFS.

The effectiveness of leadership and management of the early years provision

Staff are committed to ensuring all children are included and provide good opportunities for them to learn and develop. They work well together to ensure the setting is well organised and operates efficiently on a day-to-day basis. They are

clear about their roles and responsibilities and deploy themselves well. All staff support children effectively as they move freely around the indoor and outdoor environments, ensuring children's safety at all times. Safeguarding children is prioritised; staff have a good understanding of safeguarding procedures and have all attended child protection training. Effective systems are in place to ensure that all staff are suitably qualified and appropriately vetted. All staff receive appraisals which ensure that any future training needs are identified and courses applied for. Children's welfare is promoted by the comprehensive range of policies and procedures which are in place. However, some of these are in need of updating in line with the EYFS.

The pre-school welcomes all children and is able to support children with special needs and/or disabilities and those who are learning English as an additional language. Staff use a good range of positive images and resources within activities to enable children to learn about differences and respect each other's. They provide children with a wide range of resources, both indoors and in the outdoor environment, many of which are easily accessible and enable children to initiate their own play. The pre-school is developing partnerships with other providers that children attend more than one setting. Parents and staff have a good working partnership that ensures key information is shared between them. They are kept well informed about their children's routines and the EYFS, via information displayed on notice boards and through daily discussion with staff. They have opportunities to meet with their child's key person and discuss their child's welfare and learning. Parents report they are very happy with the care their child receives and the progress they make.

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

Children arrive at the setting happy and keen to participate. They quickly learn the daily routines and enthusiastically take part in the full range of activities provided. They move freely and confidently between the indoor and outside environments, making choices of activities and interacting well with both staff and their peers. They develop their independence and self-care skills as they put on their own coats and Wellington boots. Children are provided with a wide range of resources and activities which enable them to make good progress in all areas of their learning.

Children problem solve as they play games, they use their imaginations and practise their mark making skills. Children enjoy listening to stories and are able to concentrate well in a group situation; they sit attentively and are eager to contribute. Children's physical development is given good emphasis and they very much enjoy their outdoor play as they learn to jump, balance and climb. They are learning to move with co-ordination and to control their bodies, as they play in the garden outside or manipulate the clay and use cutters and rollers. Children behave very well; they are learning to share and take turns and respond to the praise and encouragement they are given by members of staff. Staff complete observations and assessments and have a good knowledge of what each child knows and can do. However, assessment records do not always reflect this and children's next

steps are not always identified. Staff deploy themselves well and some use good questioning techniques to encourage children to think and work out their own solutions. Planning covers all areas of learning and ensures a range of both child led and adult led activities take place.

Children are kept healthy, safe and make a positive contribution to their care and learning. They follow clear hygiene routines when visiting the toilets and talk about healthy eating at meal times. Staff are trained in first aid and any accidents or administration of medicines is accurately recorded. Children are well supported by staff, who carry out regular risk assessments and daily checks on the premises and equipment. Children learn how to keep themselves safe as they are reminded to be careful as they move around the indoor and outdoor environment.

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	2
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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