

# Barley Hurst Park Pre-School

Inspection report for early years provision

---

**Unique reference number** EY396533  
**Inspection date** 26/11/2009  
**Inspector** Dorcas Forgan

**Setting address** Barleyhurst Park School, Hertford Place, Bletchley, MILTON  
KEYNES, MK3 7HE  
**Telephone number** 07967704324  
**Email** lisa.rodriguez@btopenworld.com  
**Type of setting** Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2009

## 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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Barley Hurst Park Pre-school registered in 2009. It is one of two run by the same committee and manager. It is registered on the Early Years Register. The pre-school is situated on the site of Barley Hurst Park School in a residential area of Bletchley, close to Milton Keynes. They operate from two rooms with an adjoining bathroom and they have a fully enclosed outside play area.

They are registered to care for a maximum of 36 children from two years to the end of the early years age group, of these, no more than eight may be under three years. There are currently 45 children from two years old, eight of which are under three years. The pre-school is open each weekday from 8:45am to 11:45am and from 12:30pm to 3:30pm during term time. The group supports children attending with learning difficulties and/or disabilities and those with English as an additional language. Children attend from the local and surrounding areas. The pre-school employs eight staff. Seven staff, including the manager, have appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

All children make very good progress in their learning and development. Key workers know the needs of each child in their group and effectively plan for their individual needs. Children have made close trusting relationships with their keyworkers. Staff work skilfully and co-operatively to provide a stimulating and interesting environment where the majority of the activities are led by the children. All adults involved with the group are ambitious to provide the highest standards, they have identified areas for improvement.

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

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

- develop the observations and assessments of each child to identify their learning priorities and plan relevant and motivating learning experiences for them
- develop the evaluations of the group to include parents, children and any other interested body

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

The experienced team work very closely together to enable the children to feel safe and secure in their surroundings. The clear policies and procedures of the group and the experience of the manager ensure that children are safeguarded and protected extremely well. The adults in the group have worked very hard to build worthwhile partnerships with a variety of other agencies to benefit the

children. These include the school so that children make a smooth transition when they have reached the appropriate age. Their close liaison with other professional bodies provides additional support both physical and financial for a wide range of children in the group.

Adults support the children's learning extremely well, they have a very good knowledge of The Early Years Foundation Stage. They work closely with the children providing individual support as necessary. The observations made of the children do not record learning priorities for individual children; staff rely on their knowledge of the children. Staff attend a wide variety of training to develop their skills and gain additional qualifications. There are competent strategies for employing and managing staff.

The property is highly accessible to all, it is light and bright, all are welcomed and valued. Staff plan the layout of the setting well so that children are able to make informed choices of which area they want to play in and the resources they will choose. Children have equal access to the very well developed and stimulating outside play area of which they make very good use. The group are taking appropriate steps to ensure resources and the environment is sustainable. Staff are deployed very effectively so that they can support children proactively and develop the activities to provide further challenges.

The staff share information with the parents and provide them with information about the group and its policies and procedures. They try to make changes that are requested by the parents such as making the sessions longer. They invite them into the group to discuss with the keyworker their child's welfare and development. The key worker completes a home school link book for the parents each week telling them what their child has enjoyed and achieved.

The manager and staff pay heed to others views of their service but have not formalised a self evaluation to incorporate everyone's views.

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

The children enter the group enthusiastically eager to take part and to meet up with friends. The majority take part in the group activities at the beginning of the daily sessions eagerly. They confidently follow the adult as they sing along and act out playing on the beach; they listen well to the words and sounds. They answer their names happily and help to count the children present.

Children who are not so confident receive individual attention from their keyworker. Children choose which activity they would like to take part in, they move around the room with ease. They explore a variety of materials and media such as the play dough with oats in it that they realise does not mould in the same way as plain play dough. A group of children become very animated when playing with the foam, which leads to lots of laughter and fun. Staff observe how children use an activity and help them to extend it such as when a child became interested in measuring items. They provided a shoe shop with a variety of footwear and feet to measure, different activities evolved from this, for example, foot printing.

Children are learning to keep themselves safe . They discuss with the adult the golden rules of the setting and why they are necessary, such as only running when in the garden because there is more space outside. Staff remind them not to tip their chair but to make sure all four feet are on the ground. When preparing and eating their snack they discuss why it is not a good idea to lick their knives. Children show that they feel safe and are confident with the adults, they approach them with no hesitation and ask for help as necessary such as to wash the foam off their hands and jackets. Children adopt good personal hygiene practices as they wash their hands before eating snacks using soap and paper towels. They are starting to help themselves to tissues and wipe their own noses. They discuss with the adults the benefits of eating healthy foods and exercising in the fresh air. They are encouraged to put on their own coats and to do up the fastenings. Children play with a very wide range of equipment and toys when outside to promote their physical development and senses. They frequently enjoy walks in the local area so that they gain further knowledge of the world around them and the community. They particularly enjoyed a trip to a local nursery where they were able to plant a sunflower seed and buy a plant of their choice.

Adults promote equality and diversity they work hard to ensure that all children reach their full potential. Children learn that others have different needs to theirs and they are encouraged to respect others and be mindful. Staff are good role models and set high standards. Children take the initiative and make a variety of choices throughout the sessions. They play independently but will frequently invite others to join them at a range of activities from the home corner to playing a board game. Staff initiate games that they supervise carefully with a specific purpose in mind like sharing or being in close contact with others. Children delight in a game of roly poly where all can play equally in a very controlled environment. The children behave very well and are learning to co-operate and care for others. They are beginning to talk about emotions and express how they feel. Staff have introduced puppets to extend this further. There is a very positive atmosphere where all are praised appropriately, especially those who have difficulty in a specific area. Children are making very good progress in listening skills, communicating and social skills, they have frequent use of information technology such as the computer, tape recorders and cameras so that they are gaining skills for the future.

## 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

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

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

