

The Barna-Bus Pre-School

Inspection report for early years provision

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Inspector

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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

The Barna-Bus Pre-school was registered in 2008 and operates from one room in a church hall, in Tunbridge Wells, Kent. A maximum of 26 children may attend the pre-school at any one time. All children share access to a secure enclosed outdoor play area.

The pre-school is open Monday, Tuesday, Wednesday and Friday from 9.00am to 3.00pm. The pre-school is open term time only. A maximum of 26 children may attend the pre-school at any one time. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 43 children aged from two to under five years on roll. Of these, 22 children receive funding for the provision of free early education.

The pre-school currently supports children with special educational needs and/or disabilities, and also supports children who speak languages other than English. The pre-school employs eight staff, four of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school meets the needs of the children in the Early Years Foundation Stage (EYFS) to a satisfactory level. Children settle quickly into their play both in and outdoors in an environment which is generally well organised. Some staff have only a basic knowledge and understanding of their role and responsibilities, particularly in relation to the children's learning and development. This has an impact on the quality of the care and education they receive. The pre-school has an acceptable vision for the future as part of its continuous development, in order to enhance the outcomes for every child.

What steps need to be taken to improve provision further?

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

- develop strategies for managing children's behaviour for children to foster positive relationships
- develop staff's knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage and ensure all staff have appropriate knowledge and skills to provide a stimulating, child-centred learning environment for all children
- review the deployment of resources within the environment, including staff and develop the key person system to more effectively support children's individual needs
- ensure that children's next steps are being clearly identified and used in leading future planning

- develop the use of systematic observations and assessments of children's achievements, interests and learning styles to plan relevant and motivating play experiences for each child

The effectiveness of leadership and management of the early years provision

Children are kept safe and secure in the pre-school. Staff understand their safeguarding responsibilities, in relation to child protection procedures and the possible signs and symptoms of child abuse. They ensure children are only collected by authorised persons and routinely carry out risk assessments to provide a secure and safe environment. Staff maintain all of the required documentation to help ensure the pre-school is effectively managed and children's welfare is safeguarded. All of the required policies and procedures are in place and Ofsted have been notified of most significant events. However, the provider has committed an offence by failing to notify us of a change to the persons who make up the committee/registered individual of the early years provision. This is a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage. Ofsted does not intend to prosecute on this occasion.

Children are able to play in a large physical environment, divided into different learning areas, which are, on the whole, appropriately resourced. Children's art work is attractively displayed, helping create a child-friendly environment, as well as showing the children that their efforts are valued. Staff deployment is not always effective, to ensure that every child is appropriately supervised and supported with their learning and development. Staff do not always communicate well with each other and some staff have limited understanding of how to provide purposeful and challenging play for the children. The manager and deputy are very enthusiastic, committed and work hard to provide appropriate, stimulating provision for every child. They have a sound understanding of the EYFS and are developing their systems for self-evaluation to identify priorities for improvement. Some areas, such as the outdoor play area have already been enhanced and this area is very well used by the children as they are able to decide for themselves when they play outdoors.

Inclusion is a key strength of the pre-school to ensure that equality and diversity is truly valued. Families are very well supported because the management of the pre-school work collaboratively with external agencies to support individual children and their families. This is particularly important for the children and families who attend the group with English as an additional language and those with special educational needs and/or disabilities. Staff learn words of children's first languages and take advantage of translation support from the primary school next door to help them communicate with every child. The pre-school's special educational needs co-ordinator has a very secure understanding of her role and works hard to provide the necessary support for each child. For example, she makes good use of Makaton signing to help communicate with children and they respond well, joining in with signing during circle times. Parents are encouraged to be involved and discussion with them indicates that they are very happy with the care their children receive. They receive regular newsletters and verbal feedback about their

children's day. They have, in the past, been asked for their views about the provision through a questionnaire and any areas identified for improvement, such as the systems for nappy changing have been acted upon by the staff. This shows that the views of the parents and the children's welfare matter to the pre-school.

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

Most children are making positive progress in their learning and development, as they progress towards the early learning goals of the EYFS. Children benefit from a range of activities across all six areas of learning, helping them develop important skills for the future such as literacy, numeracy and information technology. Children enjoy making their own choices about what they do and play with, in an enabling environment. Creative activities such as playing musical instruments and dancing to different kinds of music are particularly popular; they enable children to use their imaginations, explore sound and movement as they dance in different ways. Many children enjoy mark making through different media, such as paint, chalks and felt tip pens. Purposeful activities children enjoy outdoors include investigating logs with magnifying glasses and planting daffodil bulbs; this helps them learn about the natural world around them. Most children enjoy story times and listen attentively, with older children anticipating what will happen next in popular stories. Children learn about the cultures and religious beliefs of the world around them as they learn to celebrate diversity through an interesting and varied range of activities. Staff observe the children each day as part of their key person system, monitoring their development through formative assessment. However, not all staff have the necessary skills and knowledge to be able to do this successfully. This results in a limited number of staff carrying out most of the observation, assessment and planning. It means that the key person system does not always work effectively and children's next steps for learning are not always clearly recorded and used to inform future planning. This is necessary to help staff plan relevant and motivating play experiences for each child.

Children and their families are warmly greeted on arrival by staff, helping foster positive relationships and a sense of belonging between everyone. Children's emotional well-being is generally well supported throughout the day by staff who provide them with cuddles and reassurance. However, at times, some of the children's behaviour and self-control is inappropriate; children hit and push each other, struggle to share or listen and respond to requests by staff. This means that they do not always behave in ways that are safe for themselves and others. It also has an impact on how other children are able to feel safe and learn important messages about right and wrong. Some staff are able to manage the children's behaviour very well, providing consistency and positive reinforcement. Other staff, at times, struggle to teach children about the impact of their actions on themselves and others to enable them to learn important messages about behaviour expectations. Children receive plenty of positive encouragement and praise; this fosters their self-esteem and helps them learn about respect and forming positive relationships. Fire evacuation drills help children learn about their own safety, though some children struggle to follow instruction as they leave the premises. Indoors children are reminded to walk and use equipment appropriately for their

own safety. Children enjoy the snack bar, as they are able to decide for themselves when to eat and have a drink. They benefit from a nutritious range of healthy snacks such as fresh fruit and are able to pour their own drinks to keep hydrated through the day. At lunch time the children sit together to have their packed lunch and this is a pleasant and sociable time of day. As part of keeping healthy, children are taught about the importance of hand washing and do so confidently. Staff deal with any accidents appropriately and ensure the required records are maintained, to help safeguard the children.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

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	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Met

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

Met