

# Barnetby Under Fives

Inspection report for early years provision

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**Unique reference number** 205687  
**Inspection date** 03/03/2010  
**Inspector** Rosemary Beyer

**Setting address** The Village Hall, Silver Street, Barnetby le Wold, Barnetby,  
South Humberside, DN38 6HS

**Telephone number** 07842 225943

**Email**

**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.

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

Barnetby Under Fives Pre-school Playgroup has been open for approximately 20 years and is owned by a voluntary management committee. It is located in the village hall in Barnetby-Le-Wold, North Lincolnshire and serves the local community and surrounding area. Accommodation comprises of a large hall with kitchen and toilet facilities. The group also uses the large playing field and the fixed play equipment.

Sessional care is provided for up to 26 children from two and a half to five years. There are currently 37 children on roll. Children with special educational needs and/or disabilities are welcome. Currently there are no children attending who speak English as an additional language.

The group operates for seven sessions a week, term time only. On Monday, Tuesday and Wednesday children attend from 9.15am until 11.45am and from 12.45pm to 3.15pm. The Thursday morning session, from 9.15am to 11.45am is for four year olds only.

At each session four staff work with the children, three of whom have Level 3 early years qualifications and one who is working towards a Level 3. A member of staff is working towards a Foundation Degree. The relief staff member is also Level 3 qualified. The setting receives support from a curriculum support teacher from the Early Years Development and Childcare Partnership and is currently working towards Step 2 of Key Steps to Quality.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have an excellent knowledge of the children which enables them to promote each child's individual welfare and development needs very effectively. Children are safe and secure at all times and enjoy learning about the local area and the wider world around them. Partnership with parents, the local school and other agencies ensures the children's needs are met and they receive any additional support they need. This means children make good progress given their age, ability and starting points. Regular self-evaluation by staff ensures any priorities for future development or training are promptly identified to the committee. This results in a service which is responsive to the needs of all its users.

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

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

- include notification of Ofsted in the lost and uncollected child procedures
- continue to monitor the self-evaluation process and include consultation of both parents and children to ensure the provision is responsive to the needs

- of all its users
- continue to investigate the development of the outside area to further promote children's knowledge and understanding of the natural world.

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

The staff and committee work very well together to ensure the smooth and efficient management of the setting. Policies, procedures and risk assessments are regularly reviewed and updated to safeguard the children's welfare. All staff are cleared and the robust systems in place ensure only suitable persons have access to the children, while premises and equipment checks ensure hazards are minimised. Children are well supervised both on and off the premises, whether on outings, walks in the village or using the outside playing field equipment. The staff have a good knowledge of the local safeguarding procedures and have updated their training recently.

Clear well-written policies and procedures are made available to parents who feel welcome in the setting. They are very happy with the care and education their children receive, particularly enjoying the regular opportunities they have to discuss the children's progress with their key-workers. From the first visit with parents, staff produce an assessment of the child's starting points which is included in their profile, to ensure they make good progress whatever their ability. Parents can make contributions to the profiles themselves at any time. Each child has a file which is regularly updated, with photographs, samples of work and observations. The key-workers take responsibility for development records including the next steps, but all staff make observations of special achievements. Good relationships have been built with the local school and other agencies to ensure the children's individual needs are met and any special support obtained.

Parents are confident about discussing sessions with staff, although no complaints have been raised so far, and know they can contact Ofsted if they wish to do so. Questionnaires are completed by parents three months after their children start to attend and then before they leave so staff can assess their views. The staff do not yet however use parental or child consultation as part of the self-evaluation process, although they have completed a hard copy of the early years self-evaluation form. They are keen to improve the quality of the provision and the care they provide, and to this end have participated in the Key Steps to Quality Level 2. They are awaiting assessment of the portfolio. They attend regular training courses to widen their knowledge, and have current first aid and food hygiene certificates.

The children's activities are planned informally and mainly child selected. The children can choose what they wish to do at the next session, then a list is posted and the appropriate resources provided. Staff tick off what they have chosen. As no fixed shelving can be installed, a mobile trolley with drawers has been obtained for children to select resources, and a photographic catalogue of toys created for them to look at and choose. The setting is very well equipped with activities across

all areas of learning. There is however no secure outside area for children to access freely or to grow plants, although they do plant seeds in pots to take home.

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

During the sessions most activities are child-led, such as the craft area where children can work on the table or the floor choosing from a wide range of materials, including fabrics, paper and cardboard. Then glitter, paint or pens can be used to decorate the models. Some very imaginative art work is created with children working independently, selecting and fixing materials freely. Paint, pens and pencils are readily available. They are learning to concentrate very well to complete their chosen task.

The children are very confident communicators, expressing curiosity about visitors and why they are present. During conversation they expressed great satisfaction with the playgroup, saying they liked the staff and the activities they can choose. They are also very sociable and behave very well. Staff encourage them to negotiate and cooperate in their play, sorting out differences of opinion themselves amicably. This was shown particularly when four children wished to use the activity mat, but only three are able at one time and when they needed to take turns in the home corner. Through discussion they agreed who would be first and how long their turn would last. Two of the children showed their excellent problem solving skills and cooperation when using the train track, building a complicated system themselves without adult advice or help. They then used the road track to make a higher road by balancing the pieces carefully, as if going up a mountain, and although in the end they were unable to have the road free-standing they persisted and tried different ways of completing the task.

All the children like stories, they sit quietly to listen or participate very enthusiastically when asked to do so. They use books independently with care, and have a selection of books which show how different cultures produce the written word or different languages, as well as those for information or stories in English. Singing and music are also very popular. While using the activity mat to balance, the children asked for music to accompany their movements. The stepping stones were piled up or arranged to provide opportunities to balance and climb, which they did very capably. They also enjoy action and number rhymes and have free use of a good range of musical instruments.

Some children were investigating soil during the inspection. With root crop vegetables and gardening tools in the tray, they discussed what would grow and what it needed, also what they liked and disliked. The onion was difficult to identify until one of them smelt it, then they knew. There are photographs showing the children developing their knowledge of the natural world by watching butterflies develop from eggs, what happens to snow when it is heated and developing an awareness of a healthy diet. They enjoy baking and preparing their own snacks. The café style snack time is a pleasant social occasion when they can sit with their friends to chat.

Visitors from the local community have included fire officers, police personnel, doctors, nurses and vehicle recovery men with their lorries. The children are keen to learn about the village and the wider world, with a good range of resources to raise their awareness of diversity and positive images of those often discriminated against. The setting is very inclusive with all families and children welcome whatever their individual needs.

## 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 | 2 |
| The effectiveness of partnerships  | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 1 |

### 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

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|--|---|
| <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 |

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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