

Barton Pre School

Inspection report for early years provision

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Inspector Maria Lumley

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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

Barton Pre-school opened in 1972. It operates in the church hall of Barton Methodist Church and serves the local area. Children use the main hall and two side rooms. There is a small area directly outside the main hall which is used for outdoor play.

They are registered on the Early Years Register to care for no more than 26 children from two years to under five years. There are currently 29 children on roll. The group opens five days a week during school term times. Sessions operate between 9.15am until 11.45 am with an optional early start at 8.45am on Thursdays. A lunch club is available between 11.45am until 12.45pm on Monday, Thursday and Friday. Children come from the local catchment area. The group supports children who speak English as an additional language. A team of six staff work with the children, all of whom have early years qualifications. The setting receives support from the Hampshire Early Years.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at this welcoming and friendly pre-school. Their individuality is valued and practice is inclusive. Experienced and committed staff work co-operatively to care for the children, supporting their play and enhancing their learning. Positive and trusting partnerships are established with parents and carers, ensuring children receive consistent support with their care, development and learning. Comprehensive documentation and procedures are in place to promote children's welfare, working well in practice. Staff have established effective systems of evaluation which highlights the groups strengths and identifies some of the areas requiring improvement.

What steps need to be taken to improve provision further?

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

- review the organisation of hand washing procedures to further promote children's independence
- review the use of the climbing frame to ensure it's suitability for different groups of children
- develop consistent systems to liaise with other providers delivering the Early Years Foundation Stage for children to ensure continuity of learning and care.

The effectiveness of leadership and management of the early years provision

Robust procedures are in place to ensure staff's suitability to work with children. There is a designated safeguarding officer and staff have attended safeguarding

children training, to ensure any concerns are dealt with effectively. Staff have a secure awareness and understanding of safeguarding issues and are clear of their responsibilities to protect children. The group has a thorough written policy, plus local safeguarding contact details to refer to should they have concerns about a child. Staff are attentive to children's safety. For example, reminding them not to pull on the emergency exit bar as they wave goodbye to parents and advising them not to run whilst playing inside. There are effective procedures for emergency evacuation in place, which is regularly practised. Risk assessments are undertaken for the premises, equipment and for outings, to minimise risks to children. However, the risk assessment does not fully consider the use of some equipment taking into account children's ages and stages of development.

Staff are experienced, working co-operatively together to aid the smooth running of the group. The manager encourages staff development, advocating the importance and value of training. Regular staff meetings enable all staff to be involved in the group's development and annual appraisals are an opportunity to identify staff's personal, professional development. Reflection of practice is ongoing and the self-evaluation is used as a working document to monitor and maintain high standards. The setting have good links with Hampshire Early Years Team and they receive an annual visit from a teaching advisor, forming part of the group's effective evaluation. Comments from their recent visit are very positive. The advisory teacher highlighting the benefits of children's involvement in their own learning and the move to continuous provision.

The group has a positive attitude and approach towards diversity, promoting good inclusive practice. They work closely with parents, liaising with other childcare or health professionals if required, ensuring each child receives appropriate support at an early stage. Partnerships with portage workers, educational psychologists and early years teachers support children at pre-school and as they transfer on to infant school. Their positive approach is further reflected in the resources and activities available. Staff have established good links with most early years providers that also care for some of the children. However, links are not in place with one playgroup. Comprehensive details are obtained about each child to support their welfare and written consents are in place to ensure children are cared for according to their parents' wishes. All records are securely kept and accurately maintained. Comprehensive information and written policies are in place and are readily available to parents, these are reviewed annually.

Staff establish trusting partnerships with parents which promotes children's welfare and continuity of care. Comments received from parents during the inspection are very positive. They find staff friendly and approachable and state their children are happy and settled. They receive regular verbal feedback about their child and frequent opportunities to review their child's development records. Parents are kept well informed of general information through frequent discussions with the staff, notice boards and newsletters. Parents become actively involved in the pre-school life as they assist as parent helpers, supporting fund raising events and helping at sports days and outings.

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

Children are happy and settled at the pre-school. They rush into the hall, seeking out friends, selecting activities and are soon engaged in purposeful play. Children form positive relationships with staff and their peers, confidently using language to share their experiences and news at circle time. For example, a child says, 'I like going swimming, Daddy has swimming shorts'. Children make excellent use of the book area and handle books with care. A four-year-old selects a book and takes it to the climbing frame where they sit and 'read' it to their friend. They point to the pictures saying, 'That's Goldilocks and that's the rabbit'. Another child selects a book titled 'Bugs, bugs, bugs' and a parent helper sits with them as they study the book together. The child is extremely inquisitive, studying the pictures and asking questions. The child repeats new information saying, 'That's a cocoon, that's a chrysalis, that's a butterfly'. Later on when the child uses the craft table they thread a pipe cleaner through some pasta and stick on eyes saying, 'It's a mosquito'. The child then twists some material adds it to the mosquito proudly holding up the finished piece saying, 'It's a butterfly with wings now, like in the bug book'.

Staff have a good understanding of the Early Years Foundation Stage and recognise the importance of children learning through play and first hand experiences. The manager has recently delivered a session to parents, ensuring they are fully aware of the framework. Staff have established a way of monitoring children's progress linked to the areas of learning and use observations to identify a child's next steps. Staff have moved away from formal planning, consequently children have an increased involvement in their learning and play. This enables children to initiate and explore further their own ideas and interests. For example, children visit Bournemouth Oceanarium with their families and bring in leaflets to share with their friends and staff at circle time. Many of the other children take a great interest in this subject which leads to them making a sea life collage which staff display on the stage.

Staff set up the hall each day and set out a broad range of resources. They have purchased mobile storage units and site these around the room to enable children to have further choice. These resources are frequently accessed by children and used to extend child initiated play. For example, two children play in a tent and they talk about animals. One of the children rushes over to the units and confidently helps themselves to a container of animals and returns to the tent with them. A child holds up a gorilla, saying 'I went to Monkey World and saw apes and chimpanzees'.

Children's individuality is embraced and welcomed and children are treated with kindness and respect. Their behaviour is generally good and staff use a consistent approach, working closely with parents when required, helping children learn how to manage their emotions and behaviour appropriately. Children are familiar with the daily routines and what is required of them. For example, they sit nicely at the table as they eat their snacks and lunch, saying 'Please' and 'Thank you' at appropriate times.

Children learn about the world around them through outings in their local community. For example, visiting the local post office and posting letters. Police officers visit the pre-school, talking to the children about their work and allowing them to sit in the police cars. Staff follow this up with conversations about staying safe and crossing roads. Children have opportunities to recognise their names as they self-register by putting their name card on a hook. They ably manipulate resources and use pens to write their names on work. Children also explore mark making outdoors as they use brushes and buckets of water to make marks on brick walls. Children then deviate from this activity and use the resources to clean the scooters, a child comments, 'I've cleaned off the dirt'. Children are encouraged to count how many children are present at registration time and they select the correct number of cups for the number of children at snack time. They have regular opportunities to explore a broad variety of media and textures, such as play dough, sand and paint. A child dips their brush into both red and blue paints watching the changes before saying, 'Look, it's gone purple'.

Many healthy options are presented to the children at snack time and they enjoy eating fresh fruit, cheese and pita bread. Children's independence is well promoted as they serve themselves and pour their own drinks. However, opportunities are missed to involve the children fully in hand washing procedures before they eat as staff fill sinks with warm soapy water. Children have constant opportunities for fresh air and exercise as they free flow between the indoor and outdoor areas. They confidently manoeuvre scooters, controlling speed and direction. Children take part in sports day which involves crawling through tunnels, running races and bean bag throwing. Consequently children are developing their large muscle control and fitness.

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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