

Old Barn Pre-School

Inspection report for early years provision

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Inspector Catherine Greene

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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 Old Barn pre-school opened in 1981, previously at other premises, they moved to their current site in 2010. They are managed by a parent run management committee who offer pre school places to the local and wider community. Children have access to a hall and there is a separate kitchen, toilets and an outside play area. The setting is registered on the Early years register to care for 24 children between two and five years. There are currently 14 children on roll this includes three children who are in receipt of funding. The setting supports children with English as an additional language and children with special educational needs and/or disabilities. Opening hours are 9.15am until 12.45 term time only. The setting receives support from a qualified teacher and special needs co-ordinator from the Local Authority. The pre-school is a member of the Pre-School Learning alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff plan a broad range of activities that support the learning needs of all children and promote their social skills well. Staff are well deployed and providing constant supervision. They constantly engage children in purposeful play and conversations and as a result children are happy, settled and interested to learn. Effective systems are in place to ensure the needs of all children in the Early Years Foundation Stage are met well. The capacity of the provision to maintain continuous improvement is strong. Staff implement the policies and procedures of the setting effectively and are involved in planning and evaluations that promote good practice.

What steps need to be taken to improve provision further?

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

- develop further the systems of planning and assessment to involve parents and relevant agencies, for example by making contributions to children's learning record
- develop the systems of self evaluation
- develop further risk assessments to cover all eventualities including the outdoor fencing and the temperature of the radiators

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff recruitment and regularly reviewed procedures, combined with adults' sensitive listening to children, form the

foundations of the safeguarding policy. Staff follow clear procedures should they have any concerns regarding children's welfare. Appropriate policies and procedures ensure that information is secure, easily accessible and updated regularly. Robust systems are in place to establish that staff are suitable to work with children. Thorough risk assessments are completed, relating to the setting and any outings that children participate in. However, although staff are very aware of how to promote children's safety on the day of the inspection, due to the unforeseen circumstances of a power cut the temperature of the radiators was too high. Clear records are kept relating to the attendance of children, staff and visitors. The new setting is secure with entry systems established to ensure children are not unsupervised during arrival and departure. There is an enclosed outside play area which is being developed currently to ensure it is safe and secure for children's use. More work is required to the fencing to secure the raw wood and lessen the risk of splinters. In addition there are some exciting plans to develop the larger open space at the front of the building as a future project. Parents' involvement and support has been instrumental in the successful transition and adjusting to the new premises, ensuring the continued success of this well established pre- school.

The staff team are highly motivated and committed to providing high quality play and learning for the children. Staff have a range of experience and skills and high expectations of themselves and others so that, together, they create an effective partnership that drives improvement. Rigorous monitoring from parent committee members and local authority professionals, leads to good communication and swift changes when necessary as has been shown when new premises had to be found with very little notice. Clear lines of communication and responsibility support consistency of approach and gain willing flexibility from all staff to ensure top quality provision at all times. The deputy manager has been able to cover in the manager's absence with clear lines of communication between her and the staff. The premises are mostly clean with some improvements needed mainly to the entrance, hallway and the toilets to make them more welcoming and attractive for children and their families. Staff provide parents and carers with information about the pre-school's programme, the topics being covered by children, how to promote learning at home and their own child's progress. This combined with staff's ready willingness to talk with them, means that they have every opportunity to become involved in their children's learning. However, although they are encouraged to contribute with children's experiences when they care for the pre-school bear for a weekend the format for this is not well presented and this is not yet extended to their learning journeys.

Those of different abilities and ethnicity, including children with special educational needs and/or disabilities, all make good progress and achieve very well. They thoroughly enjoy their time at pre-school and develop into enquiring, reflective and resourceful learners. Children are helpful to each other and offer comfort when they have hurt themselves. The care provided for children as individuals includes high quality interaction between all staff and children. Children quickly grow in self-confidence and independence they show pride in their work and think hard about how they can make new things and 'try to do that again'. At the end of free-play times, they swiftly help to tidy up and make their way to the carpet for story time.

Staff work very well as a flexible team, highly focused on their own areas of responsibility but also alert to what is happening elsewhere in the room the deputy has taken on the senior role in the temporary absence of the manager seamlessly. This is the result of the good leadership and management which creates clear expectations and good delegation, generous adult/ child ratios further supports this. Rigorous monitoring and evaluation of all aspects of the pre-school's work lead to regular reappraisals and actions to improve. The range of provision has improved since the previous inspection and during the move to new premises its high standards have been maintained. Many systems of evaluation are in place regarding the educational programmes, safety, staff development and the service provided, although an overall evaluation of the whole service is in its infancy. Positive steps have been taken to meet all recommendations raised at the last inspection. There is good capacity for the pre-school to improve further as they settle into their new home.

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

Children get the most out of their session at the pre-school because from the moment they arrive they make the most of all the exciting resources available and respond very positively to adults and other children. In the happy, settled environment, with its consistent routines and expectations, children quickly grow in confidence. They take delight in experimentation, thinking for themselves and realising that they have learned something new. Children benefit from a well organised learning environment. Toys and equipment are easily accessible, enabling them to make choices and develop their independence. Wall displays of children's creative work, photos of outings and activities along side educational posters create a stimulating and welcoming environment for them to play and learn. Children benefit from lots of clear play space and enjoy dance and movement and climbing and balancing on the frame. They develop their sense of space and measure when making their own play dough. They use large wooden bricks to build towers and use a range of construction sets that help develop their problem solving skills. During free play they are supported very well by staff, enabling them to use resources that promote language and numeracy skills and they participate very well during circle and story time. In addition, they benefit from use of the computer, enabling them to develop their awareness of technology and they have access to a wide range of books that support their learning and enjoyment of reading very well.

Children become adept at making choices and using their initiative. They listen well to others and greatly enjoy activities such as identifying words that rhyme with their own and others' names. They eagerly participate in physical exercise and are aware that this causes them to feel warm and their hearts to beat more quickly. Children are willing to try adventurous fruits at snack time. They behave really well; they politely ask other children to pass tools during their play dough activity. They show understanding of others' needs and the capacity to become fully engrossed in imaginative play.

The staff team are experienced and knowledgeable, they have a thorough understanding of how young children learn and ensure the provision is of consistently good quality throughout the session. Key staff record their observations of children's interests and achievements, and use the information to adapt their planning and adjust, for instance, their questioning of children of different ages. The pre-school is very aware that, as yet, observation and assessment profiles are in the early stages of development. Planning is firmly based on children's current interests and, through close monitoring, also makes certain that all areas of learning are covered. The daily planning is rich in meaningful activities, seamlessly links different aspects of learning and is enhanced through visitors, most recently a trip to the fire station and then visit from some fire officers to look at the new building.

Children's key persons regularly monitor their progress and adapt the overall planning according to their key child's needs. Profiles are at an early stage of identifying and recording the exact detail of the next steps individuals need to take to move their learning and development on. All staff skilfully adapt activities and their conversations with children to help them make sense of their learning.

Equality is promoted well. Children's individual needs are known and staff work in partnership with parents and others to ensure the needs of all children are met effectively. Children participate in a range of interesting activities relating to festivals and use a good range of resources that reflect people in the community, helping them to learn about different cultures and beliefs. Parents are offered a wide range of information about the setting. Staff make time to discuss the events of the day when children are collected, promoting good communication.

Very good care, guidance and support for the children, and their families, begins with the input of key staff who carry out home visits prior to children starting. As parents comment, 'the staff without exception have proved to be superb' and 'nothing is too difficult for them'. There is very good provision to support those who have special educational needs and/or disabilities achieved with a close partnership with parents, a range of agencies, record-keeping and sensitive, highly-purposeful interactions between staff and each child. Above all, staff's high expectations and effective use of praise and reasoning enable all children at the pre-school to have a really enjoyable experience.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

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