

St Barnabas Pre-School

Inspection report for early years provision

Unique reference number 129390
Inspection date 25/01/2011
Inspector Sheila Harrison

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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

St Barnabas Pre-School is managed by a committee. It registered in 1987 and operates from a church hall and its associated facilities. It is situated in Hemel Hempstead, Hertfordshire. The ground floor of the setting is accessible to all children with the rooms on the first floor accessed via a staircase. There is a fully enclosed area available for outdoor play.

The setting is open Monday to Friday term time only from 9am to 3.30pm. A maximum of 38 children aged from two to five years may attend the setting at any one time. There are currently 68 children attending who are within the Early Years Foundation Stage. The setting also offers care to children aged over five years to eight years. The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The setting provides funded early education for two-, three- and four-year-olds. The group supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs 13 members of child care staff. Of these, four hold appropriate early years qualifications at Level 2 and seven at Level 3. Three members of staff are working towards a Level 3 qualification and one member of staff is working towards an early years degree. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time in the setting. They are making good progress in their learning and development and are actively engaged in their play. The setting is accessible, inclusive and welcoming, where staff are very aware and respond to the individual needs and interests of the children. This ensures that the uniqueness of each child is fully recognised. Children are effectively safeguarded and protected and arrangements are maintained to ensure their safety. Records and procedures efficiently support the children's welfare. Children benefit from a close partnership with parents and professionals. Improvements identified by the setting have had a positive impact on the quality of the early years provision and the outcomes for children.

What steps need to be taken to improve provision further?

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

- Further develop the regular two-way flow of information with parents.

The effectiveness of leadership and management of the early years provision

The setting ensures that the arrangements for safeguarding children are robust, regularly reviewed and understood by those who work with the children. All staff have recently attended safeguarding training and are meeting together to review the policies and procedures to ensure these are effective and relevant to their own setting. Well-organised procedures are in place for identifying any child at risk of harm and liaising with the appropriate child agencies. Staff are suitable to work with children and they demonstrate a high level of commitment to promoting the children's safety. Staff undertake effective risk assessments and take appropriate action to minimise hazards. Children show a strong understanding of how to keep themselves safe. They help each other follow the rules such as not running in the setting.

The setting effectively evaluates the provision. Staff regularly discuss and consider the routine and activities. Managers consistently communicate high expectations to staff about securing improvement. They stimulate the enthusiasm of staff and channel their efforts to good effect. The setting makes good use of the local authority advice agencies and is undertaking a quality assurance scheme to improve the quality of the setting. Many of the staff are attending training to gain a qualification in childcare and they successfully implement ideas from this training to improve the outcomes for the children.

Children are well cared for in a challenging and effective environment. Beneficial use is made of the high quality resources to support children's learning and development. Children enthusiastically use the garden to develop their physical skills and play on a larger more active scale. They enjoy going outside every day, experiencing most weathers such as light rain and snow. Staff are well deployed indoors to support and extend children's understanding. For example, they encourage children to measure the large bricks towers and compare this measurement with their own height.

Staff have a good knowledge of children's background and needs. Children's home language is well supported within the setting. Staff encourage parents to provide words and music in their home language and this helps children to develop a strong sense of belonging. Staff promptly identify a child's need for additional support sharing information and records with colleagues, parents and where appropriate, with interagency teams to ensure that each child gets the help he or she needs. Partnerships with other providers of the Early years Foundation Stage are well established and make a strong contribution to children's achievement and well-being.

There are clear and accessible channels for parents and carers to communicate with the setting. Parents are encouraged to take an active part in running the setting by being part of the management committee. They are very welcome to stay to see the setting in operation during the settling in period and this allows staff to get to know the child's family, likes and dislikes. Staff ensure children's favourite toys are easily available during the settling in period and this helps them

become quickly involved in their play.

Parents are well informed about all aspects of their own children's achievement, well-being and development. Staff are always available to talk to the parents at the beginning and end of the session and most parents know and see their child's key worker. Regular newsletters and notices give information on the themes and activities that their children are engaged in at the setting, although, parents do not systematically see the setting in operation after the settling in procedure. Parents are invited to make comments in their child's learning journey. There is valuable information about ways parents and carers can support their children's learning at home, although, staff do not consistently ask the parents for information on the children's development at home. Consequently, there is insufficient attention paid to developing a secure two-way flow of information.

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

Children are happy and involved in their learning. Staff are skilled at promoting positive attitudes to learning. High quality planning and organisation ensure that every child is suitably challenged by the learning experiences provided. Activities are well planned, based upon thorough and accurate observations and assessments and matched to the full range of children's needs and interests. Children's interest in cars leads to a planned theme on transport. Staff ensure spray foam play was available after it had been observed how much the children enjoyed it during a settling visit. Children can complete a wide range of jigsaws and enjoy redoing the puzzle to reinforce their learning. They use a puzzle based on the three little pigs to retell the story. Older children help the younger ones to complete the puzzle. Children enjoy learning on a larger more active scale as they count and follow a path whilst balancing on the plastic foot prints on the floor indoors. Outside they make large marks using chunky chinks on the blackboard. Relationships are good and children's behaviour is managed well. There are plenty of resources and staff ensure these are easily to hand. This allows young children to play alongside each other with tape measures, without having to wait to take a turn.

Children are successfully helped to understand the society in which they live. They greatly enjoy the visits from the fire station, nurses and police officers. Children value diversity as they commemorate their own festivals and those of their friends. Valuable activities are planned, such as, a Chinese take away in the role play area as part of the celebrations for Chinese New Year. Parents are invited to talk to the children and to bring articles from home associated with the festivities.

The setting takes effective steps to promote children's good health and well-being and prevent the spread of infection. Children are well nourished and are learning about a healthy diet with the organisation of a rolling snack time. This gives children time to have their healthy snack at a time of their choosing, so they can concentrate and continue in their play and learning. Children are learning to be safe as staff gently explain how to use the scissors safely. They are learning to become independent as they are encouraged to put on their own coats when

going outside to play.

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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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