

Barn Owls Pre-School

Inspection report for early years provision

Unique reference number	131527
Inspection date	17/01/2011
Inspector	Penny Wood

Setting address	Pirrie Park Bowling Club, 78a Wilton Crescent, SOUTHAMPTON, SO15 7QE
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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

Barn Owls Pre-school was registered in 1998. It operates from a hall within the pavilion of Pirrie Park Bowling Club in the Shirley area of Southampton. The pre-school serves a wide catchment area. There is an enclosed area available for outdoor play. The setting is registered on the Early Years Register.

The pre-school opens five days a week, term-time only. Sessions operate between 9.00am and 12 noon. A maximum of 18 children within the early years age range may attend at any one time. There are currently 32 children on roll. The setting is in receipt of funding for the provision of free early education for three and four-year-olds. The setting currently supports children with special educational needs and/or disabilities, and children use English as an additional language.

The setting employs five members of staff to work with the children, all of whom hold a suitable childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children flourish in the setting and are making excellent progress within their development because of the dynamic quality of provision. Staff are dedicated, proactive and highly successful in their roles. Inclusive practice is promoted exceptionally well, ensuring children's welfare needs are met and children maximise their full potential. Staff go beyond expectations to embed high quality provision and to ensure the setting continually evolves. The setting has a clear vision of the areas they wish to develop, such as the outdoor area. Partnership with parents is a particularly strong aspect of the setting, with excellent strategies in place to share information.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- develop further opportunities to promote continuous provision within the outdoor area in order to extend the outside learning environment.

The effectiveness of leadership and management of the early years provision

The strategies in place for safeguarding children are exceptional. Staff have a thorough knowledge and understanding of the setting's child protection policies and procedures. Robust recruitment systems are in place to ensure the suitability

of staff, should vacancies arise. Rigorous procedures are in place to ensure the premises are safe and secure. Visitors to the setting are vetted, and comprehensive information is given relating to emergency procedures and the safeguarding of children. Excellent strategies are in place to ensure children are only released to known adults. Staff conduct extensive checks on the premises, equipment and resources to ensure they are safe and suitable for children's use. Despite being located in older premises, staff effectively utilise their skills to ensure a welcoming and visually stimulating environment for children. For example, walls are covered in colourful displays of children's work, and low level storage units promote an accessible environment for children. The setting has recently made improvements to the outdoor area and the access point to the hall, and has identified this as an area for ongoing development.

Staff employ extensive and thorough systems for the evaluation of their practice, which includes feedback from the children, their parents and carers. They pay high attention to the smallest of details to embed high quality provision. Staff are highly qualified, yet continue to undertake further training in order to further extend their professional expertise. Staff are highly motivated and dedicated to their role. As a result of the high quality provision, the setting is thriving and experiences a high demand for vacancies, with applications exceeding places.

Excellent strategies are in place to support all children within the setting. There are two members of staff with relevant training in special educational needs, to ensure children are supported at all times. Staff attend an extensive range of training courses within this area to ensure they are knowledgeable and up-to-date with current practice. Children with English as an additional language are making excellent progress because staff are innovative in supporting their acquisition of the English language. Staff take exceptional steps in valuing the diverse backgrounds of the children present. For example, they celebrate a range of cultural festivals and display signs, throughout the setting, in languages relevant to the children and the families present.

Partnerships with parents are a key element to the setting's success. Staff go beyond expectations to develop highly effective relationships. For example, they conduct home visits before children attend, whereby they offer parents and children an insight into the setting and the activities they are able to provide. Parents talk highly of the setting, in particular relating to the welcoming staff, the quality of the information they receive, and that their children are happy and eager to attend. On a daily basis, staff load a digital photograph frame of the day's activities, which children enjoy showing their parents. Parents are welcome to attend a session during the setting's 'Family Fortnight', where they are able to spend a session with their children and observe the practice. Excellent systems are in place for staff to liaise with external agencies and other providers that children attend, in order to ensure that each child receives the support required to fulfil their potential.

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

Children are exceptionally happy within the setting. Excellent strategies are in place to gather a clear insight into the individual child prior to joining the group, which enables staff to plan for their development accordingly. Children experience a vast range of innovative activities that challenge them according to their individual stages of development. Staff are highly skilled at using discussion and questioning techniques to fully extend children's learning. Children of differing abilities are able to participate alongside each other while all are appropriately challenged. Extensive systems are in place to monitor and record children's progress, which ensures that staff have a clear and up-to-date vision of children's individual stages of development. The high levels of staff enable them to gain a substantial insight into the individual children present. Parents play a pivotal role within children's learning and development. Regular consultation evenings enable staff, and parents, to discuss children's development in detail and plan for their next steps.

Children are inquisitive and eager participants in activities and their play. They play exceptionally well, both independently and during group activities. Staff use their exceptional skills in the delivery of structured activities, which ensure children engage and are enthralled by their experiences. Children play an active role in activities. For example, when learning a new song, staff invite children to suggest appropriate actions to accompany the song. As a result, the vast majority of children thoroughly enjoy moving their bodies while singing. Children actively engage in discussions with staff and readily share their experiences. Staff use spontaneous opportunities to re-visit previous experiences and to reinforce learning opportunities. For example, when playing with magic snow, staff encouraged children to remember what previously happened to snow when they held it in their hands. They are gaining excellent language skills and widening their vocabularies. Staff encourage children to play an active role within the daily routines. For example, they actively help to tidy up and help staff in preparation for snack time. Children experience excellent opportunities to develop their mark making skills. They name their artwork and enjoy drawing pictures on wipe boards. Staff encourage children to actively use their thought processes to solve problems, such as questioning children as to whether or not they have enough glue on paper to fully stick on their cut-out snowflakes. Children are developing fabulous imaginations. The provision of a large cardboard box, with which children created a rocket, captured the children's imagination for some time in the role play area.

Children clearly feel at ease within the setting and display high levels of confidence. They are learning to behave in ways that are safe for themselves and others. For example, a child carefully moves some chairs to be able to reach the weather tree in preference to climbing over them. Staff are vigilant in ensuring children learn to play with resources safely. Storage trays are clearly marked with a system that informs children whether they can access the trays independently or when they need to access with support from staff. The regular practice of the fire drill ensures children gain a clear insight into the action to take in an emergency. Children are physically active. They enjoy opportunities to play outside, although

the outdoor area is currently not used frequently as an extension to the indoor learning area on a free-flow basis. Children's good health is further promoted through the provision of a wide and varied range of healthy snacks, and drinks are readily available, ensuring children do not become thirsty during the session.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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