

Barham Pre-School

Inspection report for early years provision

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Inspector ISP Inspection

Setting address c/o Barham Primary School, Valley Road, Barham,
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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

Barham Pre-School opened in 1994. It operates from a mobile situated on the grounds of Barham Primary School, Kent. The pre-school has access to one room, toilets, a kitchen and an outside area. The pre-school serves the local area and surrounding towns.

The pre-school is registered to provide 20 places for children aged two to under five years. There are currently 31 children on roll. This includes 12 funded three- and four-year-olds. Children attend a variety of sessions each week. The staff have experience of working with children who have special educational needs and/or disabilities and children who speak English as an additional language. The pre-school opens five days a week term time only. Sessions last from 9am to 12 noon. Extra sessions are offered on Tuesday and Wednesday when children may stay all day until 3pm. Parents provide a packed lunch on this day.

There are eight members of staff working with the children, and a regular volunteer. Of these seven have early years qualifications, five to level 3, one to level 4. The supervisor is currently in the third year of a degree qualification in Early Years. The pre-school receives support from an Early Years Advisory Teacher. The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed into a safe, bright and child-centred environment where they clearly feel valued and secure. They benefit from the skills and commitment of well-qualified, experienced staff who work effectively as a team. There is strong support in place to ensure that every child's needs are met appropriately. Staff display a positive attitude towards continuous improvement and have addressed the recommendations made at the last inspection. They regularly self-evaluate their practice and recognise areas for development, so that the scope for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- link written observations to the six areas of learning to enable staff to ensure that children are being observed across all areas of learning
- develop the outdoor area further to provide a stimulating range of activities that support all areas of children's learning and development.

The effectiveness of leadership and management of the early years provision

Robust recruitment and vetting procedures ensure the suitability of staff working with the children. Safeguarding procedures are secure as staff have a very thorough understanding of child protection and how to keep children safe. Regularly updated information and training in safeguarding and health and safety ensures that they know exactly what action to take should they have any concerns about children's safety or well-being. Children are well supervised when taking part in any activities. The premises are risk assessed regularly with daily visual checks conducted to minimise the risk of accidental injury to children or staff. The recent introduction of a 'password' system ensures that children are always collected from the setting by an appropriate adult.

The extensive and stimulating range of resources have been well organised to ensure accessibility. For example, items are stored in low-level, labelled containers, enabling children to make choices and independently select items they wish to play with. Similarly, the snack trolley is well set out, so that children can choose and prepare their own snack. Although the outdoor area is relatively small and restricts the amount of space for children to run about and use ride-on toys, it is well equipped and attractively decorated. Plans are currently under way to enlarge this area in order to promote children's physical development, and to include a natural area where children can explore and discover, engaging in activities such as digging and 'bug-hunting'. A particularly good feature of the pre-school is the 'Treasure box loaning scheme', where children are invited to choose and borrow resources from the pre-school to play with at home. This helps to involve parents in their child's learning. Resources and equipment are adapted or labelled where necessary to ensure any children with additional needs can have access to them. Where possible, the setting takes steps to acquire particular resources to match the interests of individual children.

Children's unique needs are met due to the effective relationship between staff and parents fostered from the outset. Parents share knowledge of their children's likes, dislikes and abilities that help to establish starting points and routines. Regular newsletters, parents' notice-board, and daily chats ensure they are kept up to date with new information. Parents report that all staff are friendly and approachable, praising their dedication and the range of activities provided. As one parent expressed it, 'One of the delights in collecting my children from Barham Pre-School is listening to them explain what they have enjoyed doing, and seeing how much fun they have had doing it, in such a loving and relaxed atmosphere'. The good relationship with the on-site primary school ensures that when children transfer to the Reception class they are well prepared and already familiar with their teachers. The setting clearly promotes ongoing development and staff are committed to continuous improvements. They are involved in self-evaluating the setting, and feel confident in making suggestions for improvement. All staff are keen to improve their knowledge and skills in order to further support children's learning and welfare.

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

Children are supported well as they have access to a rich range of stimulating play materials and equipment. Plans demonstrate that staff provide many varied and interesting activities which cover the six areas of learning. Staff know each child very well, using this knowledge and their observations to support individual development. However, the current observation system does not refer to the different areas of learning, so it is not always possible to see exactly what gains each child has made in each one.

Children independently make choices of where and what to play with through child-led activities such as the home corner and outdoor play house. There is a great sense of fun and harmony within the provision. Adults know the children well and establish trusting, affectionate relationships with them. From the moment they arrive, children happily absorb themselves in activities, reflecting an undeniable sense of confidence and security. They move freely between the outdoor and indoor play environments, engaging in lively conversations with their peers or with the adults. Some boys were engrossed in 'messy play', mixing sand and water in order to 'wash' a ride-on car, with one of them telling an adult 'this car wash is about 20 metres'. Children enjoy listening to stories in the book corner, clearly relishing the chance to curl up to listen to an adult reading to them. This encourages the development of effective communication skills. Activities such as making plant pots and a card for Mother's Day and examining toy 'bugs' with magnifying glasses provide opportunities for children to develop their fine motor skills, creative talents and knowledge of the world.

The strong contribution the children make to the setting is seen in their roles as garden helpers and when carrying out risk assessments to ensure the outdoor area is safe and tidy. When a new child joins the group, the children show responsibility by ensuring the newcomer is welcomed and helped to settle in. Children develop self-help skills through selecting their bowls and mugs at snack time and choosing which snack to have. They understand the importance of eating nutritious foods and say that eating carrots is 'good for you'. Regular visits from the dental hygienist reinforce the importance of taking good care of their teeth. They understand the necessity of washing hands before eating and after toileting. They have a thorough understanding of how to keep themselves safe, playing sensibly and handling equipment with care. Their safety awareness is further developed through involvement in the daily risk assessments of the outdoor play area, and visits from the local emergency services. All children behave well and staff encourage positive behaviour as they are calm role models. They promote good social skills at mealtimes as they sit with the children to eat lunch, conversing with them and listening to them with genuine interest.

Children have opportunities to learn about aspects of their own cultures and those of others; they do this by celebrating festivals, learning about foods and using books and pictures reflecting different cultural traditions. There are clear procedures in place to support children with special educational needs and/or disabilities who are welcomed into the setting. Displays around the room aid

children's recognition of letters and numbers, and celebrate their work. A recent topic on springtime has resulted in colourful paintings of flowers and trees, and involved visits from chicks and a lamb.

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	1
The effectiveness of safeguarding	1
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	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	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