

# St Barnabas Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	206864
<b>Inspection date</b>	16/05/2011
<b>Inspector</b>	Karen Byfleet

<b>Setting address</b>	St Barnabas Centre, Pilsley Road, Danesmoor, Chesterfield, Derbyshire, S45 9BJ
<b>Telephone number</b>	01246 251 351
<b>Email</b>	
<b>Type of setting</b>	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 first opened in 1974. It is led by a management committee and operates from designated rooms in the church of St Barnabas, in the village of Danesmoor, Derbyshire.

The provision is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 34 children under eight years may attend the setting at any one time. It is open Monday to Friday from 8.30am to 4pm all year round. There is a secure outdoor play area.

There are currently 72 children aged from two to five years on roll. Of these, 62 children receive funding for early education. The setting serves the local area and surrounding villages.

The setting employs 15 members of staff. Of these, 11 hold appropriate early years qualifications. The manager also has a level 4 management qualification and two other staff hold an early years foundation degree. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children are extremely happy and settled within the well organised and very welcoming environment. Staff recognise the uniqueness of each child that attends and value their individuality. Highly effective partnerships with parents, carers and other professionals are very well established, ensuring children's welfare needs and their protection is assured. There is consistency and coherence in children's care and learning. Management and staff effectively evaluate the work they do and there is clear vision to maintaining continuous improvement to the provision they provide.

## **What steps need to be taken to improve provision further?**

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

- developing further the self-evaluation system to include children's opinions and views of the setting.

## **The effectiveness of leadership and management of the early years provision**

Leadership and management is highly effective throughout the provision. There is a clear line of management with two deputies in place. Staff are highly qualified and have a wealth of experience in all aspects of early years. Safeguarding is

extremely well implemented. All staff attend regular training to keep their knowledge updated and they demonstrate a very good understanding of the settings policy and procedures, which is also shared with parents. The manager is the designated safeguarding person and she has attended advanced training in child protection. A designated health and safety officer is responsible for ensuring detailed and comprehensive risk assessments are undertaken for the premises and resources. These are updated on a regular basis to ensure they are effective and that any hazards quickly identified are risks minimised. Accident records are monitored on a monthly basis and any repetitive accidents are highlighted and appropriate action is taken to minimise further accidents. For example, accidents were recorded which involved some children falling from the new, low level, stepping logs in the outdoor play area. Staff have ensured these are now more securely fitted into the ground to prevent them wobbling, which appear to be the cause of children falling off. Children are kept safe within the premises. The main door to the nursery is kept locked and a door bell alerts staff to any visitors. In addition, doors leading from the nursery to public areas within the building are also kept locked, with keys easily available to staff in case of emergencies. All visitors are required to sign in and out of the nursery. A register of attendance is also well maintained with times of arrival and departure as children are signed in and out of the nursery. Children's understanding of safety is further enhanced as they regularly practise the nursery's emergency evacuation drill. These are also well documented by the health and safety officer.

A highly effective self-evaluation system has been very well implemented. All staff have input and parents comments are taken into account when staff are evaluating their service. However, although, children's ideas and interests are fully taken into account, their views about the setting have not been included as part of the evaluation system. Engagement with parents is highly effective. Key workers work closely with parents as they gather all relevant information when the children first start attending. Parents are kept fully informed of their child's day as staff exchange valuable information with parents at the start and end of each day. Information about children's development is shared regularly with parents as key workers formally discuss children's progress at a parents evening for those children leaving for school. Children's development records are always made available for parents at their request. The nursery has been very pro-active to involve male relations in participating in activities within the nursery. For example, they have held a 'dads day' where dads, grandads and uncles were encouraged to participate in a craft activity with the children. After this was very well attended, the nursery have plans to undertake two more of these days with a car washing activity and a gardening day with the children. Partnerships with other providers and professionals are very well established. The nursery works very closely with the local children's centre and the local school. Transition visits have been planned for those children that are moving on to school. In addition to this, the nursery are regularly invited to visit the school for assemblies and other events. Other professionals, such as, speech and language therapists, inclusion officer and physiotherapists regularly visit children within the nursery and work closely with staff to implement individual education plans for children with additional needs.

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

Children are very happy and settled in the highly organised environment and are making outstanding progress in their learning and development. They engage in a wide range of activities with enthusiasm and clearly enjoy their learning experiences. Staff are very experienced and they fully interact with all the children, making learning fun and providing suitable age-appropriate challenges. They are very attentive, warm and caring, helping children to feel safe and secure. The environment is extremely well organised. Children are free to move between the indoor and outdoor play areas, giving them independence in their choices. They are all able to self-select activities from an extensive range of resources which are stored at low-level and are appropriately labelled with words and pictures. For example, children can freely access a wide variety of writing, mark making and craft implements and tools.

Staff provide a very wide range of exciting activities which are planned from the spontaneous and focussed observations they make of children's learning and interests. Ensuring children continue to make excellent progress. There is an extremely good balance of adult-led and child-initiated play. Children participate in a wealth of activities which extend their communication, language and literacy. For example, they write out signs for the role play area which is set up as a shop. During a memory game children communicate with each other as they take turns in remembering what items have been removed. They welcome visitors to the nursery and some children take it upon themselves to introduce the visitor to other children. Showing confidence and further demonstrating they feel safe and secure. Throughout the nursery there are words and pictures displayed and there are books and small world figures which display positive images of race, culture, religion and disability. This ensures children develop a positive attitude to differences and helps them to develop skills for the future. Children have access to a full range of technology equipment, such as, cameras, computer, magnifying glasses and binoculars.

Children actively participate in activities, such as, gardening and bird watching within the outdoor play area. They make visits into the local community to areas, such as, the local post office, nature walks and the local school and they welcome visitors into the nursery. They have visits from the local Sure Start centre staff who bring in holistic play opportunities. Children clearly enjoy exploring the different resources and using them in imaginative ways. For example, they sort different wooden objects and jewellery and use various materials for making 'super hero' capes. Children have a very clear understanding of hygiene routines, for example, they know to wash their hands after using the toilet and before eating. Healthy lifestyles are promoted to a very high standard as children are able to make individual choices at breakfast and snack times from a very good range of fresh fruits, vegetables and cereals. A healthy menu of lunches is also provided or parents can choose to send children with a packed lunch. Children fully participate and engage in a wide range of physical activities including climbing, balancing and music and movement games.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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