

Barton Pre-School Nursery, Early Bird & Stay And Play Club

Inspection report for early years provision

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Inspection date	15/06/2011
Inspector	Denise Sixsmith
Setting address	Barton C of E School, Jepps Avenue, Barton, PRESTON, PR3 5AS
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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

Barton Pre-School Nursery and the out of school clubs were re-registered in 2010, as a limited company. The facilities operate from St. Lawrence's Church of England School in Barton, Preston, Lancashire. It is a committee run facility. The pre-school nursery and the out of school clubs have access to a purpose built classroom, rooms, a hall and an enclosed outdoor play area. The pre-school nursery operates Monday to Friday from 8.45am to 3.30pm and the out of school clubs operate from 7.45am to 8.45am and 3.30pm to 5.30pm. The setting operates during term time only. A maximum of 24 children from two years to eight years may attend at any one time. There are currently 28 children on roll, some in part-time places. Care is provided for children with special educational needs and/or disabilities and children who speak English as an additional language.

The committee employs five members of staff, three staff are qualified to level 3 with the manager being qualified to level 6. Two staff are working towards a qualification. The pre-school nursery provides funded early years education for three-and four-year-olds. It is a member of the Pre-School Learning Alliance and support is received from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children's individual needs are met extremely well by enthusiastic and experienced staff. The pre-school and clubs offer rich and stimulating child-centred environments where children are cherished and nurtured as individuals. Detailed observations enable staff to plan for each child's progress across all areas of learning. The management and staff continuously evaluate their practice and strive for improvement in the quality of the service offered. This fosters an excellent capacity for further improvement.

What steps need to be taken to improve provision further?

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

- refining the systems for updating and improving documentation to more effectively support the outstanding management of the setting.

The effectiveness of leadership and management of the early years provision

Children are very effectively safeguarded while at the pre-school and clubs. A rigorous recruitment and vetting procedures ensure that all staff working with children are suitable to do so. Staff are extremely secure in their knowledge of how to report concerns because they have received appropriate training and

documentation to assist in this. Very effective management systems and policies are in place to ensure that the children are kept safe and secure. Extremely good adult to child ratios are a big plus in ensuring the children feel safe and settled. A rigorous risk assessment is in place and staff make daily checks in all areas before they are used by the children. All staff who work with the children have received relevant first aid training, ensuring accidents and ill-health are dealt with effectively and efficiently, which further contributes to children's good health and safety.

The children join the reception class for outdoor play and the school children for lunch. This provides them with a very good understanding of the type of experience that the older children will enjoy next year and a seamless transition into school. Equality for all children lies at the heart of this wonderful setting. Staff and material resources are deployed very effectively and efficiently and successfully contribute to the children's outstanding learning. The outdoor environment is stimulating and fires the children's imagination, as well as accelerating their physical development. The pre-school ensures that children from all backgrounds are welcome and included. Children with special educational needs and/or disabilities are supported extremely well. Staff work with parents and many other agencies to ensure that children get the best support they can, for example, through referrals and sharing expertise with services, such as speech and language therapy. The professional development of all the staff is extremely well supported by the committee and management, resulting in a highly qualified and motivated staff team. Frequent reflection on practice by the dedicated staff team lies at the heart of this setting. Good records are in place and very good use has been made of the Ofsted self-evaluation tool and other evaluation systems. A decisive action plan to implement improvement is in place.

Partnership with parents is outstanding. Parents are kept fully aware of operational practice through policy information, prominent notices, newsletters and one-to-one updates. Parents know who their child's key person is and are able to discuss progress daily and convey information about children's daily activities, routines, interests and development. They use the 'wow sheets' effectively to share the interests their children have at home with the staff and say that the staff grasp every opportunity to latch onto the interests their children have to enhance their learning. Parents are extremely supportive of the staff and the service that they receive. They express their views through questionnaires and inform the inspector that 'it is a fantastic nursery and the staff demonstrate an excellent understanding of children and their development'. They report that the log book between different settings is very effective and that 'the children are confident, settled and very happy'.

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

Children's achievement and enjoyment in learning are outstanding. They learn through a wide range of exciting and challenging activities, all of which are fun. Assessment is used extremely well, both to build up a picture of the children's progress over time and also to inform their next steps of learning. Staff plan adult

led activities, but are very skilled at enabling children to run with their interests. The indoor and outdoor areas provide an attractive, rich and stimulating learning environment which is organised and equipped very effectively to promote children's independence. Children enjoy books at all levels and all ages enjoy snuggling up to staff to look at books and enjoy a story. They have excellent opportunities to foster an enjoyment of reading for pleasure. Children are becoming familiar with print, as well as being encouraged to mark make and write their names on their artwork. Mark making materials are easily accessible in all areas, including the outside area. Children are able to develop problem solving and mathematical skills through everyday routines, as well as focused activities. For example, they count the number of jugs of dry pasta they scoop into the bowls and the number of wooden animals that go into Noah's ark, 'two by two'. They enjoy number songs and are becoming familiar with numerals and use a variety of resources to develop concepts of size and shape. There are many opportunities for active investigation and exploration as they pour water down the outside slope and follow it to the end of the flow. Children spontaneously produce paintings and collage from the well equipped creative area and have produced beautifully observed paintings based on favourite stories. They play creatively in the improvised Noah's ark which is destined to become a pirate ship in line with the children's developing interests. By the time the children leave for the reception class they are confident and equipped with the skills they need to be successful in their future learning. They have very good information and communication technology skills and the language and number skills required to enable them to work independently and to make rapid gains in their learning.

Children's good health is promoted through excellent opportunities for regular active outdoor play. They learn about a healthy lifestyle as good practices are adopted, as well as ongoing discussion and explanation from staff. Children grow herbs and carrots in the garden and nurture the growth of tomatoes from seeds indoors. A bowl of fruit is available in the room as is access to water for the children throughout the sessions. Children learn about their bodies as they talk about getting hot and listen to their hearts during physical activity sessions in the hall. The rich curriculum and positive staff modelling contributes greatly to children's outstanding sense of wonder of the world around them, strong social skills, moral awareness and well-being. Children learn to stay safe through regular practise of the emergency evacuation plan. Visits from fire officers, the school nurse and a paramedic enhance their understanding of staying safe. Ongoing everyday small world play with staff develops their road safety and stranger danger awareness effectively. Children behave very well and play together extremely well and are very kind and considerate to each other. The staff provide excellently support, through gentle and calm guidance, to enable children to learn right from wrong.

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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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