

Barnack Pre-School

Inspection report for early years provision

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Inspector Janet Keeling

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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

Barnack Pre-School has been running for more than 30 years and re-registered at their current location in 1991. The pre-school is run by a voluntary management committee and operates from a mobile building in the grounds of Barnack Primary School, near Stamford, Lincolnshire. Children have access to an enclosed, outdoor, play area. The pre-school serves children and families from the local and surrounding areas.

The pre-school is open Monday to Friday from 9am to 12noon during school term time only. A maximum of 16 children from two to five years may attend the pre-school at any one time. Currently there are 13 children on roll, all of whom are within the early years age group. The pre-school is in receipt of funding for early years education. Children attend for a variety of sessions. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language. The pre-school is registered by Ofsted on the Early Years Register.

There are four members of staff who work directly with the children. Of these, three hold National Vocational Qualifications (NVQs) at level 3 and one holds a NVQ at level 2. The manager has Early Years Professional status and the deputy manager is working towards an Early Years Degree and holds a level 4 qualification. The pre-school receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Staff offer a fully inclusive, warm and welcoming service, supporting all children to actively participate in activities which wholeheartedly meet their interests and learning needs. Children thoroughly enjoy their time at the pre-school and make significant progress in their learning and development. Very strong links with parents and the host school have been firmly established, ensuring children's individual needs are fully supported. Most policies and procedures are thorough and implemented very effectively to safeguard and promote children's welfare. The manager is highly motivated, extremely enthusiastic, embraces the process of self-evaluation and demonstrates an inspiring approach towards the continued development of the pre-school.

What steps need to be taken to improve provision further?

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

- improving induction procedures for parent helpers and volunteers.

The effectiveness of leadership and management of the early years provision

Excellent priority is given to safeguarding children. The committee implements extremely rigorous and robust systems for the recruitment, vetting and selection of staff. This ensures that children are cared for by adults who are suitably qualified and experienced and who bring key skills to the pre-school. Staff are wholly committed to safeguarding children and are very well informed about the procedures required to keep children safe, including the requirements of the Local Safeguarding Children Board. Effective induction procedures are in place for new staff. However, induction procedures for parent helpers and volunteers, to ensure they are given full information and guidance on their roles and responsibilities, are less well developed. Detailed risk assessments are completed which ensure potential risks to children are fully minimised. The manager provides clear guidance to staff who have a substantial knowledge and understanding of their roles and responsibilities. The environment is inspiring, well organised and provides wonderful learning opportunities for all children. Staff are deployed highly effectively to ensure children are supervised safely at all times.

The manager and staff are motivated, extremely enthusiastic and demonstrate an inspiring commitment to further enhancing the quality of the early years provision. For example, they use feedback from parent questionnaires and have a very effective self-evaluation system in place to monitor and evaluate the quality and standards of the pre-school. Regular team meetings provide valuable opportunities for staff to discuss children's interests and share good practice. There is a shared vision for inclusive practice, ensuring that every child is fully included and integrated into pre-school life. Staff also work very successfully in partnership with other early years professionals to ensure continuity of care and learning for all children. Staff are committed towards continuing their own professional development and regularly attend relevant training courses to improve their knowledge and skills. Consequently, children's care and well-being are further enhanced.

Staff demonstrate an exceptional commitment to working in partnership with parents and provide excellent opportunities for parents to become involved in the life of the pre-school. For example, parents are encouraged to work as a parent helper on a rota basis, invited to attend committee meetings and to help with fundraising events. Staff dedicate time getting to know children and their families, fostering excellent relationships and helping to ensure that children settle and feel secure. Parents are very well informed regarding their children's care and learning and are aware that they can speak to their child's key person at any time. They access a wealth of information regarding the group through the use of a parents' notice board, newsletters and parents' evenings. In addition to this, parents are able to see their children's work displayed around the playroom together with many beautiful photographs of them enjoying an array of activities while at the pre-school. Parents expressed excellent views of the pre-school during the inspection. Comments included, 'staff are extremely welcoming and very approachable', 'it's a fantastic pre-school' and 'we are kept extremely well informed

about our child's learning'.

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

The learning environment is bright, welcoming and actively supports children's learning and development. There is a vibrant atmosphere where children thrive and respond to challenges with enormous enthusiasm. Children show inspiring levels of independence, curiosity and imagination and are exceptionally well supported by staff as they play. All children are valued and treated with equal concern, with any specific requirements being sensitively met through discussion with parents and other professionals. On admission to the pre-school staff seek information from parents regarding their child's interest and care needs.

Consequently, children are cared for according to their individual needs and parents' wishes. Staff have an excellent understanding of children's individual needs as they observe, discuss and record information on a daily basis. Key workers use information gained to tailor activities and learning experiences in order to fully maximise children's ongoing development. Children's learning is meticulously documented in their 'record of achievement books' which contains both written and photographic information of children's learning, achievements and records of their own work. Each term, parents are encouraged to contribute to their child's record of achievements by adding their observations and comments.

Staff recognise that children learn best when they are having fun and are interested and excited by what they are doing. Children have developed a true sense of identity and have formed wonderful relationships with their peers and adults. They respond to the feelings and wishes of others as they play in harmony together and take pride in their own achievements. They relish an excellent range of first hand learning experiences. For example, they use magnifying glasses to look for mini-beasts in the garden and help to take leftover food to the compost bin. They plant lettuces, broad beans and potatoes in raised wooden beds and help to water them each day. They talk about the importance of the sun and water in the growing process. Children know that print carries meaning as they find their own name cards on arrival and self-register. They have developed a love for books as they freely access a wide range of books in the cosy quiet corner and thoroughly enjoy well told stories.

Children enjoy music and movement and engage in physical activities every day. There is great excitement as children use saucepans and wooden spoons to make music. They bang pans and sing and dance to the rhythm of the music. They express their ideas creatively through their drawings, and adore imaginary play where they use an extensive range of props to extend their experiences. Outdoors, there is excitement as children engage in a role play activity. They dress up in a range of costumes and carefully select items, such as a camera, magnifying glass and mobile telephone. There is enormous laughter and great fun as they sit down together and enjoy their imaginary fruit biscuits. Children thoroughly enjoy being in the fresh air and engage in an excellent range of forest school activities. For example, they build dens, balance on tree stumps, investigate the decaying wood

and enjoy the challenges of the rope swing. Children benefit hugely from visits into the local community, where they post letters at the post office, engage in a Christmas treasure hunt around the church and observe the lambs at a local farm. They also enjoy outings to places, such as Hills and Holes and to The Gardens of Surprise at Burghley.

Children develop excellent levels of confidence and self-esteem and have a very strong understanding of other people's needs. They know how to share, take turns and respect each other. They clearly feel safe and secure and are confident to ask why visitors are present. They have a significant understanding of the wider world as they access a range of resources that are representative of diversity and celebrate a whole range of festivals throughout the year. They have excellent opportunities to learn how to stay safe as staff involve them in risk assessments and talk with them about why it is important to wear sun hats and sun cream. They also regularly engage in emergency evacuation procedures. Children demonstrate an excellent awareness of their own health and hygiene needs. They are independent with toileting skills and are very aware of washing their hands before snacks. At snack time children choose from a variety of healthy snacks, competently pour their own drinks and enjoy a very sociable time sharing their news with their peers and staff. Children successfully demonstrate that they are acquiring excellent skills that will help them in the future and prepare them for their transition from pre-school into school.

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

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| 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

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| 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

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| 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

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| 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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