

Barnardo's - Learning Together

Inspection report for early years provision

Unique reference number	317472
Inspection date	17/10/2011
Inspector	Nicola Jones

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Type of setting	Childcare - Non-Domestic
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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

Barnardo's - Learning Together is run by Barnardos as a pre-school facility which is part of North Allerdale Children's Centre. The pre-school operates within housing on a local estate and was registered in 2000. The children have access to play rooms and an adjoining outdoor area. The pre-school employs four members of staff, who hold appropriate level 3 qualifications. The pre-school operates each weekday from 9.15am until 12.15pm. The group is registered to provide care for 20 children under the age of eight years. Of these, all may be within the early years age range. There are currently 24 children attending, all of whom are within the early years age range. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Highly positive and well established relationships with parents, carers and the children's centre are a key strength and are significant in ensuring that the needs of all children are met. Children are safe and secure and enjoy learning about their local area and the world around them. They make steady progress in their learning as a result of observation and assessment procedures, however, opportunities for children to develop thinking skills and their learning outdoors are often missed. Children's behaviour is good, although, the setting have no named member of staff in place to support behaviour management within the setting. Self-evaluation is adequate, however, future plans are limited but show they are likely to bring about some improvement to the provision.

What steps need to be taken to improve provision further?

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

- extend the use of open questions to support children's thinking and ability to ask questions about their learning
- enhance outdoor learning by providing equipment and resources that are challenging and interesting and link the indoor and outdoor environments so that children can move freely between them
- ensure there is a named practitioner responsible for behaviour management issues
- continue to develop self-evaluation systems that encourage continuous quality improvement and embed effective practice.

The effectiveness of leadership and management of the early years provision

Children are safeguarded because staff have effective policies and procedures in place and recruitment and vetting procedures are robust. All staff have been suitably trained and know what action to take in the event of a safeguarding issue. The pre-school identifies dangers, takes steps to eliminate risk and helps children to keep themselves safe. The open-plan space indoors and the outside area are secure at all times, ensuring that children are protected.

Staff are knowledgeable about the Early Years Foundation Stage and use this suitably to support children in their learning. They use a reasonable range of teaching methods and provide adequate resources to offer a sufficient range of activities and experiences to meet children's needs. This means that they are able to make satisfactory progress in their development. A new system for monitoring progress has been recently introduced which aims to show how individual children are progressing towards the early learning goals. Children's behaviour is monitored, however, there is no designated lead for behaviour management. Consequently, there is no member of staff with the required skills to provide guidance to other staff and to access expert advice if required for a particular child.

Leaders and managers are motivated to seek further improvement, however, current self-evaluation is limited and does not show how all outcomes for children will be met. Most of the actions taken are fit for purpose and there is some evidence of their beneficial impact on children's welfare, learning and development. There is an awareness of areas of weakness in the pre-school and staff demonstrate the capacity to tackle them. For example, there are plans to promote the use of the comments book to further enhance systems to gather parents and carers views.

The pre-school has a highly positive relationship with most parents and carers and relationships are well established, ensuring that each child's needs are met. There are regular opportunities for parents to express their views and opinions on the provision through questionnaires and by attending the parent's forum. For example, parents and children were involved in decisions made about the development of the outdoor area and enjoyed an event to celebrate the opening. There are clear and accessible channels for parents and carers to communicate with the pre-school and opportunities are made for them to contribute towards their child's learning and development. Partnerships with the adjoining children's centre are well established and make a strong contribution to children's well-being and achievement. For example, staff have opportunities to support children and families in the home environment, alongside their role as practitioners in the pre-school.

The pre-school adequately promotes equality and diversity and challenges stereotypical views through discussion with children when situations arise. Staff know and understand each child and where their needs lie. They modify activities to enable all children to access them. Children have regular access to a range of

story books, puppets, photographs and toys which help them to understand and learn about other cultures.

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

Children are making satisfactory progress in relation to their starting points. This is because staff collect information on entry and make use of regular observation and assessment procedures. This information is used to plan an appropriate range of adult and child-led activities which children enjoy and willingly take part in.

Children make some choices about the activities they engage in, for example, they select resources from an open shelving unit and from a range of labelled boxes. Each child has a learning journal and a progress record book which include observations. Their learning is matched to the Early Years Foundation Stage and identifies next steps in learning. As a result, staff can decide where children are in their learning and development and plan what to do to enable them to make progress. The indoor environment is well resourced and the level of challenge is sufficient to interest and engage children. However, opportunities are missed to develop children's thinking skills which would allow them to question and make links in their learning. There is a smaller range of resources available in the outdoor environment and children do not have free flow access to this area. This limits opportunities to explore and experience first-hand contact with weather, seasons and the natural world. Children develop communication skills as they listen to stories in the quiet area, for example, they talk about animals observed in a book and make their arms 'snap' like a crocodile's jaw. They regularly sing nursery rhymes and are beginning to recognise characters in the reading scheme books they will encounter in school. Children's counting skills are developed as they play with dominoes and find out how many children are lined up to go outside. Problem solving skills are enhanced as they fit train tracks together and build up fruit on the 'ice-cream' game. Children have access to information and communication technology, including programmable toys, where they develop the skills they need in order to secure future learning.

Children are secure in the setting and most are beginning to display a strong sense of belonging. Settling-in arrangements are in place and as a result, children enjoy the time they spend in the pre-school and generally display confidence and self-esteem. Parents are happy to leave their children and use words such as 'fantastic' and 'brilliant' to describe the care provided by staff. Children generally behave well and show care and concern for each other, this is because staff act as good role models and praise children for their efforts.

Adults teach children about keeping safe. Most children are developing a sense of how to keep safe within the environment, for example, they know it is unsafe to run down the slope in the outdoor area. Fire safety procedures are in place and children take part in regular fire drill practices. As a result, staff help children to adopt safe and responsible practices. Staff remind children of the dangers of running inside and children respond appropriately.

Children enjoy opportunities to engage in physical activities and are beginning to

understand about the importance of regular exercise. They follow appropriate personal hygiene routines and parents describe how children transfer these skills into the home environment. For example, they encourage other family members to cover their mouth when coughing or sneezing. Children are beginning to show an understanding about healthy lifestyles as they are provided with fresh drinking water and a range of hot and cold healthy foods at snack time.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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