

# St Barnabas Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	137343
<b>Inspection date</b>	13/09/2011
<b>Inspector</b>	Tracy Weight

<b>Setting address</b>	St Barnabas Church Hall, Rushet Road, St Pauls Cray, Orpington, Kent, BR5 2PU
<b>Telephone number</b>	01689 821353
<b>Email</b>	
<b>Type of setting</b>	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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

St Barnabas Pre-School was registered in 1980. It is managed by a voluntary committee, and operates from a church hall in St Paul's Cray, near Orpington in Kent. The children use one large playroom with direct access to an outdoor play area. The preschool is open Monday to Friday 9.15am until 12.15pm during term time only. The preschool is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 24 children between the ages of two and eight years may attend at any one time. Only four children may be under the age of three years. At present, there are 15 children on roll, including children learning English as an additional language. The preschool provides free nursery education for three- and four-year-old children.

There are four members of staff, including the leader and her deputy. Three hold National Vocational Qualifications at level 3 or equivalent, and one holds a classroom assistant qualification at level 2. The preschool receives support from the London Borough of Bromley early years team.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Staff place strong emphasis on providing a safe, warm and caring environment and as a result, children show that they feel secure and valued. Outcomes for all children, including those learning English as an additional language are satisfactory overall. The provision of a wide range of activities and the generally good interactions by staff result in children making steady progress in their learning overall. However, planning and assessment systems are not fully effective in planning the next steps in children's learning. Partnerships with parents and other providers have been appropriately established overall. The new leader has made a suitable start in identifying some areas for development, and therefore the preschool is suitably placed to maintain continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- keep a written record of all medicines administered to children (Safeguarding and promoting children's welfare) (Also applies to both parts of the Childcare Register)
- 28/10/2011

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

- improve planning, observation and assessment to highlight children's achievements or their need for further support consistently
- develop systems of self-evaluation to identify areas for development, including seeking the views of parents and using these to inform decisions about the provision
- develop further partnerships with parents by encouraging them to contribute to their child's learning and development record in order to help plan the next steps for their child's learning
- develop the two-way flow of information with other providers to ensure a shared approach to children's care and learning
- improve the programme for creative development to offer more opportunities for children to explore materials and use them to express their own ideas.

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

The preschool has a comprehensive range of policies which generally underpin staff's practice well. Staff have a good knowledge of child protection procedures, and are confident in the procedures to follow if they had concerns about a child. Risk assessments are used effectively to ensure a safe physical environment for the children. However, although staff make a record when they administer medicine, they give this to parents, and therefore, effectively the preschool does not keep a written record themselves. This is a breach of a legal requirement. The recently appointed leader has made a good start in identifying the strengths of the preschool, and the areas that need to be addressed to improve outcomes for children. Staff are actively pursuing further qualifications and professional development activities, and these are being used effectively to help improve the provision. However, self-evaluation and review is not fully embedded in practice, and the preschool does not make enough use of the views of others, for example, parents, to help them to evaluate their work.

The quality and quantity of available resources is satisfactory. As a result, children have access to a generally wide range of enjoyable activities to support their learning. Resources are attractive and well organised. The organisation of the session is generally effective in enabling children to make choices about their activities, and suitable use is made of indoor and outdoor play space to provide learning experiences for them. Children are beginning to appreciate diversity, and enthusiastically sing their "hello" song in different languages.

Partnerships with other settings are not fully effective. However, they provide written summaries of children's development when children move onto school to help promote continuity in children's learning when they move on. Some children attend other early years settings, and although there are some attempts to work with those settings, information is not always effectively used to promote children's well-being and achievement.

Staff have positive relationships with parents and carers. Parents appreciate the

warmth and flexibility, and report that they are pleased with the care and education their children receive. There are useful exchanges of two-way information and new parents receive comprehensive information about the preschool and its policies. Staff liaise well with new parents to enable them to quickly understand children's individual needs, and as a result children show that they quickly feel safe and secure in the preschool. Parents enjoy being involved in special events with their children, for example, sports day. However, systems for involving parents in their children's learning by sharing observations and jointly planning the next steps in learning are not fully developed.

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

Children show that they enjoy their learning and they make steady progress from their starting points. They respond with sustained interest and enjoyment to the range of experiences provided for them. Children make a good positive contribution to the preschool community. They behave well, and are learning to co-operate with others. They show that they are happy to organise their own play, as well as participating in activities with adults. They are learning how to keep themselves safe, and they show care and concern for their environment and others. For example, the children playing on the bikes take care not to bump into each other, as they say "I'm trying not to crash!"

Staff interact with children well, talking to them and extending their learning through play. However, adults often plan activities that require an 'end product' to support a topic. As a result children are not encouraged to use their imagination fully when exploring materials which limits their creativity. Staff observe children and make some notes of their observations and identify the next steps for children's learning. However, the quality of the observations is variable, and as a result staff do not consistently use the information gained to plan activities or interventions to help all children take the next steps in their learning. This means that whilst most children make steady and sometimes good progress in their learning, this is not consistently achieved.

Children are developing a sound awareness of the importance of developing a healthy lifestyle. They make their toileting needs known, and staff reinforce good hygiene routines. Children understand that they need to wash their hands after using the toilet and they enthusiastically clean their teeth after snack. Children enjoy some healthy food and drink at snack time and through cooking activities. Children are enthusiastic communicators, and they enjoy engaging in conversations with staff and their friends. They are beginning to learn that print has a meaning, and children recognise their own name as they find their places for snack. They enjoy their role play, and delight in pretending to give out "invitations" for their "party". They love making marks with paints or chalks on the ground outside, sometimes producing recognisable letter shapes. Some children are beginning to write their own names, and they respond well as staff gently guide them to correctly form the letters. They count and solve problems in their play, or through routines. For example, count the children present, work out how to put the

pieces of construction together to make a model, or complete a puzzle. Children use tools such as scissors, and they are given good support to use them safely and with increasing control. Children enjoy using media such as glue, paints, and sand, but some activities are too adult directed which restricts children in the development of their own ideas. Overall, children enjoy their time in the preschool and are developing sound skills for the future.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 28/10/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 28/10/2011