

Barrowby Pre School

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Barrowby Pre-school is run by a committee and was registered in 2011. It operates from two rooms within the Barrowby Sports Pavilion located in the village of Barrowby, Grantham, Lincolnshire. The Pre-school serves the local area and has strong links with the local schools. There are facilities available for outdoor play.

The Pre-school opens Monday to Friday during school term-times only. Sessions are from 9am until 12noon. Children are able to attend for a variety of sessions. A maximum of 26 children may attend the Pre-school at any one time. There are currently 29 children attending who are within the Early Years Foundation Stage. The Pre-school is registered on the Early Years Register and is in receipt of funding for the provision of free early education. The setting currently supports children who do not have English as their first language.

The Pre-school employs four members of childcare staff and has six relief childcare staff. All of whom hold appropriate early years qualifications. Of the four permanent staff, two hold a level four qualification, one holds a level three qualification and one is working towards a level three qualification. Of the six relief staff, four hold a level three 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 good.

The setting is warm and welcoming ensuring children's welfare needs are met. Children are generally engaged in a good balance of activities within a child-friendly setting and they have good opportunities to choose their own resources. Children's learning and development is progressing well. Effective self evaluation systems are in place and this ensures that the capacity for continuous improvement is good.

What steps need to be taken to improve provision further?

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

- review the indoor environment regarding the use of resources for energetic play
- ensure all older children always have access to a rich and stimulating environment in their independent play

The effectiveness of leadership and management of the early years provision

Staff undertake training in safeguarding to ensure children are well protected. Staff are clear about their roles and responsibilities to protect and safeguard children and have suitable policies in place to deal with any situations that arise. Staff have worked hard to create a child-friendly environment. All required policies and procedures are in place to promote children's learning, development and well-being effectively. An appropriate ratio of staff to children is maintained so children are effectively supervised. Relevant documentation is maintained well to record any accidents, contact details and medication, for example.

There are regular team meetings where staff are able to discuss the strengths and areas for improvement within the Pre-school. Staff have clearly defined roles and responsibilities which result in successful team working. The staff undertake training to extend their knowledge and professional development to help improve their practice for the benefit of the children. Staff currently employed are experienced, committed and hold relevant childcare qualifications.

Extensive daily checks throughout the provision help to maximise children's safety by identifying potential hazards. Fire prevention equipment is installed and all staff have first aid training to be able to deal with emergencies. Children regularly take part in an evacuation practice to help them learn how to leave the building quickly and safely in case of emergency.

The Pre-school successfully reviews and reflects on its provision, which drives forward improvements. Resources are of a good quality and are easily accessible to the children. This supports children's independent play choices. The layout of the inside rooms provide children with a range of activities. However, there is not always sufficient energetic physical play for all children, especially when the weather is unfavourable.

The effective partnerships the Pre-school forms with the local schools results in continuity in children's care. Parents benefit from good information, such as, newsletters and notices on display. The Pre-school's policies and procedures are shared with parents and available at the entrance. They receive regular daily verbal feedback about their child's time at the Pre-school and they are able to attend an open day to discuss their children's progress with staff. The staff work hard to ensure all children are welcomed and effectively included in the provision. They are vigilant in providing for children's dietary needs, for example. There are no children at present with special educational needs and/or disabilities although the Pre-school provides for such children when necessary. The Pre-school currently effectively supports children whose first language is not English. Parents speak positively about the Pre-school and are clearly happy with the care and learning experiences their children receive.

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

Children are well supported in their learning and development. They engage in activities that promote all aspects of their learning and staff plan to extend their learning experiences by building on their current interests. The staff note children's achievements across all six areas of learning and plan the next steps in their learning from observations of their progress. Overall, children make good progress and acquire skills necessary for future learning and development. Generally children are challenged and stimulated by the activities. However, a few of the older children sometimes wander around and are not always fully involved in their independently chosen activities. Staff work well with small groups of children, challenge them and ask appropriate questions to help children to think and learn.

Children are confident and chat happily to visitors. They enjoy counting and learning about numbers. When singing all children join in with counting 'one, two' in singing, 'Hickory, Dickory, Dock', older children can recognise larger numbers. Their knowledge and understanding of the world is enhanced by learning that other people's lives and cultures are different from their own. Their understanding of the community is developing well through contact with visitors, such as the police officer, who visit the setting. Children are confident and competent in using the computer which helps to develop good skills for future learning. Children participate in a good range of creative activities, they are absorbed by painting and sticking glitter pictures. Children all have their own boxes so they can put their possessions and pictures in them to take home. Children have a visual calendar of their activities displayed, consisting of their creative work, successfully helping them to understand the passing of time and to remember what they have done.

Children feel safe and relaxed at the Pre-school. Children are provided with a variety of snacks and they have access to drinks in appropriate cups for their age. Children's hygiene is promoted well through procedures that minimise cross infection as there are appropriate procedures in place for hand washing and nappy changing. Children respond well to the praise and recognition of staff. Children are learning to share and co-operate with others and they assist staff well in tidying away when the routines change. Children learn how to respond to feelings and manage their own behaviour through guidance from the staff. Consequently, their behaviour is good.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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