

Barnton Pre-School

Inspection report for early years provision

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Inspection date	12/12/2011
Inspector	Sylvia Cornock

Setting address	Barnton Primary School, Townfield Lane, Barnton, Northwich, Cheshire, CW8 4QL
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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

Barnton Pre-School is managed by a voluntary committee. It was registered in 2001. It operates from one room and hall within Barnton Primary school and one room within the children's centre in Barnton, Northwich, Cheshire. Children have access to secure outside play areas. The setting serves the local community and wider area. The pre-school is open each weekday from 8.45am until 3.30pm and the out of school 3.30pm until 5.30pm during term time only.

A maximum of 32 children under eight years may attend the setting at any one time. There are currently 83 children on roll, 59 of whom are within the early years age group. The setting is in receipt of funding for early education and supports children with special educational needs and/or disabilities. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 14 members of staff, including the manager, who work directly with the children. Of these, the manager and six staff members hold National Vocational Qualification Level 3, and seven staff members hold NVQ level 2 qualifications. The setting receives support from a local authority advisor and they are members of the Pre-school Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning needs are successfully promoted, with some outstanding aspects. They make good progress in their learning and development and enjoy an extensive range of highly enjoyable activities and resources. Children's progress is imaginatively shared through excellent partnerships with parents and carers and other early years professionals. Children are valued as unique individuals and a strong inclusive ethos threads through all aspects of the setting. Staff are professional and they maintain a high standard of care and education. The setting uses self-evaluation and review procedures well to ensure their service is continually improving and meeting the needs of the current service users.

What steps need to be taken to improve provision further?

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

- ensure regular evacuations are carried out and details are recorded
- develop the systems for self-evaluation to effectively identify the setting's strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

The management team ensure the safety and welfare of children is given high priority throughout the setting. Staff have a good knowledge and understanding of safeguarding through comprehensive policies and procedures, which are reviewed on a regular basis to ensure they continue to meet requirements. Highly effective recruitment, employment and induction procedures are in place to protect children. The organisation and management of the setting is good, with the focus always on helping children to make good progress and promoting their welfare. For example, staff use daily risk assessments and safety checklists to ensure that the environment is always safe, clean and fit for use. Risk assessments are completed for all outings to ensure children's safety.

The whole staff team is enthusiastic and highly motivated towards providing good quality care and education for children. Staff have great enthusiasm and show a commitment towards their involvement in continuous improvement. However, there has been a recent change in the management of the setting, with the system for self-evaluation not yet fully implemented. Staff deployment is above the requirements and they have a good understanding of their roles and responsibilities. Consequently, they work highly effectively as a team because they feel valued, supported and involved with the setting.

A comprehensive equality and diversity policy outlines an excellent commitment to promoting inclusive practice. Staff have an excellent knowledge and understanding of individual children, and as a result their needs are extremely well met. Children with special educational needs and/or disabilities are extremely well supported through the staff's exceptional liaison with other professionals, parents and carers. They keep extensive daily records of children's progress and make detailed activity plans to ensure the six areas of learning are providing a stimulating and exciting environment, both inside and outside. As a result, children's interests are captivated, and they are quickly learning how to be healthy, safe, positive, considerate people with a desire to participate and achieve. Excellent systems are in place to work alongside the reception class teacher, other settings and carers to ensure the progression, continuity of learning and smooth transition of children.

Partnership with parents and carers is superb as staff discuss every aspect of their child's learning and development with them. They share extensive information through daily discussions and regular parents and carers meetings. They are actively encouraged to be effectively involved in their child's learning and achievements. Parents and carers comment on how valuable they find this and their appreciation of the staff's commitment to their child's welfare and education. Displayed information, children's artwork and informative learning journeys clearly display the high quality care and education that is offered.

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

The learning environment provided by the staff and their skilled interaction with children to support their learning and enjoyment is good. The extensive range of resources are varied, stimulating and easy to access. Routines for indoor and outdoor play are consistently used and applied. As a result, all children feel secure, confident and make significant gains in their learning and development. Their levels of achievement are good in relation to their starting points and capabilities. Staff organise the space and resources within the indoor and outdoor areas with great skill, offering a wide choice of experiences and interests. This ensures that children receive a rich and stimulating play experience, with a well-balanced mix of adult-led and child-initiated play.

Children are greeted at the door and welcomed into an environment with a superb range of resources and equipment. They are making good progress in their personal, social and emotional development because staff are highly effective at teaching children how to participate and adopt safe and hygienic routines, which promotes their self-esteem. Staff make good use of praise and confidence building to successfully teach children to behave well, respond enthusiastically and play cooperatively. They provide excellent resources to enhance children's development of communication, language and literacy skills. Children enjoy reading as they freely access an extensive selection of books, including those depicting other cultures and the world. They are competent in counting, recognising numbers and letters. They demonstrate good listening and concentration skills. For example, children sit together as they select an item from the box and eagerly sing songs and rhymes linked to their chosen item.

Children's creativity is supported through very good access to a range of role play equipment, such as dressing up clothes, home corner and building blocks. They enjoy opportunities to design and make objects using recycled materials. Staff take every opportunity to develop children's technology, problem solving and mathematical skills through using the computer and games. The building area offers superb opportunities to create large constructions with good imagination and the use of their physical skills in the outdoors. Many of these activities are also available indoors, giving them the choice of indoor or outdoor play, such as water play, sand and painting.

Children's welfare is promoted by the staff to a consistently high level. For example, children are taught how to be safe through themes, discussions and taking part in evacuations of the building. However, the regularity of evacuations is not always recorded to ensure all children have experienced this practise. The setting focuses upon emotional and physical health and cultural diversity as they embrace and welcome everyone into a wholly inclusive environment. The promotion of healthy eating is good because staff provide children with an understanding of which foods and drinks are good for them through the healthy snacks provided. Children know how to act safely outdoors and adopt good personal hygiene. Staff blend daily routines and activities expertly together so that

children acquire competency, confidence and independence in all areas. As a result, children exhibit good 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

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	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	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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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