

Barika Pre-School

Inspection report for early years provision

Unique reference number

EY431362

Inspection date

17/01/2012

Inspector

Carol Johnson

Setting address

Malpas Alport Primary School, Chester Road, MALPAS,
Cheshire, SY14 8PY

Telephone number

07763 074 300

Email

sara@barika-preschool.co.uk

Type of setting

Childcare - Non-Domestic

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

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).

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

Barika Pre-school registered in 2011. The setting is privately owned and operates from an annexe within the grounds of Malpas Alport Primary school, in the village of Malpas, Cheshire. The children are cared for within two rooms at ground floor level and have access to the conservation area and secure outdoor playground.

A maximum of 24 children between the ages of two and five years may attend the setting at any one time. There are currently 31 children on roll who are within the Early Years Foundation Stage. The pre-school provides care for children with special educational needs and/or disabilities. It is open five days a week from 9am until 3pm during school term times only. Children attend from the local community and surrounding areas.

The pre-school is registered by Ofsted on the Early Years Register and receives support from the local authority. It provides funded early education for three- and four-year-olds. The pre-school employs four members of staff and all hold relevant early years qualifications. The manager has a degree in Early Years and Childhood Studies and holds Early Years Professional Status. The pre-school is a member of the Preschool Learning Alliance.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress and all aspects of their welfare are promoted well. They are interested and motivated to learn and benefit from inclusive attitudes and the good variety of interesting and stimulating experiences that are available to them. One the whole, the deployment of resources and strategies used to inform parents and involve them in their children's learning, are effective. Staff members have forged good relationships with parents and other professionals and this ensures there is a shared understanding and continuity about children's needs. The pre-school demonstrates a strong capacity for improvement and adopts a range of methods to successfully monitor practice and help improve outcomes for children.

What steps need to be taken to improve provision further?

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

- create a 'number rich' environment in the home play area and develop strategies that encourage children to read and write for a purpose during role-play
- develop further the two-way flow of information, knowledge and expertise with parents and practitioners.

The effectiveness of leadership and management of the early years provision

Children's safety is afforded a high priority. The premises are safe and secure and staff visually check the premises and equipment on a daily basis. Appropriate risk assessment records are maintained and a range of safety precautions are in place to help protect children. Staff are well aware of their individual and collective roles and responsibilities with regards to safeguarding children and staff are well aware of their individual and collective roles and responsibilities, with regards to safeguarding children and know who to contact if they have any concerns. Written policies and procedures accurately reflect everyday practice and these are shared with staff and parents. Robust recruitment and vetting procedures ensure that all adults working with children are suitable to do so.

The leadership and management of the provision is strong. Children benefit from the enthusiastic and committed staff team who actively strive to make the environment attractive and welcoming to all. Staff show a strong desire and commitment towards their personal and professional development and self-evaluation is ongoing at all levels. Through regular reflective practice, staff are constantly refining procedures and making changes that bring about positive improvements for children's welfare and learning. Parents are invited to express their views about the pre-school and a wide variety of positive responses are recorded on recent questionnaires returned by parents. For example, they comment on the warm and welcoming environment, the caring and friendly staff and how eager their children are to attend.

Children are flourishing in the stimulating environment provided by the pre-school. They enjoy easy access to a wide variety of good quality resources and have plenty of space to play and rest. Staff are aware of the value of working alongside parents and other professionals and have forged effective partnerships. The pre-school has extremely strong links with the adjacent school and the out of school club that operates from the same premises. Staff work closely with other agencies, for example, health professionals.

A range of useful information is shared with parents through notices, newsletters and regular verbal communication. Parents are invited to special events and several parents have come in to the pre-school to share their knowledge and experiences with the children.

Inclusive practice is evident and staff work hard to ensure that children's individual needs are known and met. Staff carefully consider the needs of individual children when planning and implementing activities and non-stereotypical play is encouraged. Children are learning about themselves and others through discussion, various planned activities and exploring a range of religious and cultural festivals. Positive images of diversity are evident throughout the pre-school and children are developing a sense of community as they participate in charity fundraising events and go on local outings.

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

Children are making good progress and are eager to participate in the many experiences available to them. They come into the building happy and smiling and soon settle down to play. Staff regularly observe children during play and record some of things children say and their achievements. This information is then thoughtfully used, alongside that gathered from parents, to inform planning and children's learning and development records. Planning is flexible and includes a good mix of child-initiated and adult-led experiences. Spontaneous events, such as, frosty weather are cleverly used by staff, to inspire children's creativity and imagination. Resources are plentiful and children are encouraged to make plenty of independent choices about their play and learning.

Children are gaining the skills they will need in future life in meaningful and effective ways. For example, independence is encouraged as children wash their hands, use the toilet and put on coats, gloves and hats ready for outdoor play. They are learning about technology and how it is used as they play with interactive toys and use computers. Children are self-assured and some happily chat to staff about things that are of interest to them. Staff introduce new words and engage the children by reading books to them and asking open-ended questions. However, children's learning is impeded because opportunities to help children see how words and numbers are used in everyday life, are sometimes missed. For example, during the inspection, part of the role play area was set up as a home and staff had not thought to introduce such items as, calendars, clocks, notepads, magazines and writing implements into this area. However, children's learning potential is slightly reduced because some parents would like additional information in respect of planned events, activities and their children's learning and development. Also, strategies that encourage parents to be involved in their children's learning at home and in the setting have yet to be fully explored.

Children adopt healthy practices and show that they are developing a secure understanding of how to live a health lifestyle. They follow good hygiene routines, eat healthy meals and snacks and enjoy a wide range of physical activities that encourage healthy living and strong physical development. Outside space is used on a regular basis and there are areas for children to run around, ride wheeled toys and explore. Children are learning to behave appropriately because staff provide them with positive role models and encourage good manners, care and consideration for others. Children are at ease with staff and this demonstrates how they feel safe and secure in the pre-school. They happily go to them for comfort, reassurance and support. Children are learning to keep themselves safe as they take part in regular emergency evacuation drills and practise road safety on outings.

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
------------------------------------------------------------------	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

