

Barn Close Pre-School

Friends Meeting House, 109 Handside Lane, Welwyn Garden City, Hertfordshire, AL8 6SP

Inspection date

Previous inspection date

06/11/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Senior and experienced staff have good knowledge of early years practice and use this well to support children's learning and to influence less experienced members of the team.
- The key person system is effective in developing relationships and meeting individual needs.
- Staff are effective role models leading to children showing good levels of self-control, safe play and respect for others.
- Effective self-evaluation leads to improvements in children's independence with more free-flow to the outdoor area and children's self-registration at the start of each session.

It is not yet outstanding because

- On occasions members of staff do not have sufficiently detailed knowledge of the potential or intended learning outcomes of activities.
- Displayed materials are currently limited to commercially produced posters.
- There is a gap in the mathematics assessment and specific focussed teaching.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the indoor and outdoor areas.
- The inspector met with the manager and spoke to staff at appropriate times throughout the session.
- The inspector looked at relevant documentation used to ensure the safe day-to-day management of the setting and for planning and assessing children's learning.
- The inspector took account of the views of parents.

Inspector

Alison Reeves

Full Report

Information about the setting

Barn Close Pre-School registered in 2012 on the Early Years Register. It is situated in rooms at the Friends Meeting House in Welwyn Garden City, Hertfordshire. The setting serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The setting opens Monday to Friday during term-time. Sessions are from 9.15am until 12.15pm each day and on Tuesdays and Thursday from 1pm until 3pm with a lunch club between 12.15pm and 1pm. Children attend for a variety of sessions. There are currently

30 children attending who are within the early years age group. The setting provides funded early education for three-year-old children. It supports a small number of children who speak English as an additional language and welcomes children with special educational needs and/or disabilities.

The setting employs nine members of childcare staff. Of these, five hold appropriate early years qualifications at levels two and three.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- improve staff knowledge of potential learning outcomes for each activity
- increase displays of children's own work to ensure what they do is seen to be of value and importance to others in the pre-school
- increase the focus on mathematics delivery and assessment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff plan effectively for children's entry to pre-school by collecting and using important information from parents to support the settling process. Staff establish children's starting points and this enables them to support children's further developmental progress. A system for frequently observing children as they play supports staff in assessing children's stage of development and making plans for their next steps. Staff make good use of Development Matters in the Early Years Foundation Stage to monitor progress across most areas of learning. Records show the majority of children are working within their expected developmental age band. Engagement with parents and carers is successful because of the effective key person system. It ensures parents and other carers are kept informed about children's learning and contribute to continuity in children's care.

The range of activities provide children with a broad selection of interesting experiences. There are frequent opportunities for children to learn through play outdoors and to explore the properties of different media and material. For example, they handle the corn flour and water mix where they experience the change in texture and viscosity as they move it. In the outdoor areas children have fun chasing and catching bubbles. They delight in their success and use their bodies fully as they run and stretch to reach the floating bubbles. Staff make good use of opportunities to teach children about the

materials by asking open questions that promote children's thinking and develop understanding. There are occasions where children's learning is not promoted as effectively because staff do not communicate the learning intentions well.

Large group activities are managed well and recent changes to the sessions have reduced the number of these to promote more effective learning for all children. By introducing self-registration, children have further opportunities to increase their independence and begin to recognise their name and picture tile. This system allows for more child-initiated play which interests children more and enables staff to engage children in productive learning. Children show a love of books and frequently choose this as an activity. At sessions led by adults they listen well and join in with familiar stories. Staff select stories based on children's known preferences, links to current interests of the group and from individual observations of children. One staff member explains her choice of story to the children; stating it was chosen because the story has a cave in it and one of the children had made a cave that morning. This shows how staff listen and respond to children well. Children are confident communicators and use their language skills well with many sharing experiences, for example telling the group about birthday celebrations at the bowling alley.

Children are independent learners and confident to request resources for their activities. Staff respond to the request and praise children for their thoughts and ideas. Children are imaginative in their play, as good use is made of the role play area and other resources are used creatively. For example, small construction resources are used to make birthday cakes and large pieces to make beds where children 'sleep' and wake to the sound of cockerels crowing.

The contribution of the early years provision to the well-being of children

Children and staff have strong relationships which support active learning. Children are therefore confident and willing to try new experiences either independently or with a little encouragement and support. Staff are deployed well so children have support indoors and outside. Children behave well because staff are good role models. Respect for everyone and a developing understanding of care and concern for the feelings of others are key features of the ethos of the group. This is communicated effectively to children and means they play together and learn to manage minor conflicts. Self-care needs are managed well and use of the mobile hand-wash units help to overcome the problem of the distance and location of the cloakroom. Children enjoy using the independence afforded them at the snack table where they pour their drinks, cut up and serve their own fruit.

A well-resourced and generally stimulating environment supports learning in each of the seven areas. Visual displays provide children with lots of information but there is a lack of children's own work. This means they do not get to share their pictures with the group and it lessens opportunities to make the children feel ownership of the environment. Children are confident in using the toys and equipment appropriately. For example, they add glitter to the corn flour mix and use blankets and soft toys from the role play resources with the large construction materials they make into a bed. Staff support for this child-initiated play develops children's independence and their cooperative skills well.

Children are well prepared for transitions to other settings because staff focus on key skills that support children's independence, communication and eagerness to learn. Staff invite local schools to visit so they can share information about the children.

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

Systems for the safe day-to-day management of the setting are implemented effectively to ensure children are cared for in a safe environment by suitable people. Recent improvements brought about by reflecting on practice have seen children developing their independence and active learning. Ongoing self-evaluation involves staff, parents and children ensuring that their views are included. Staff develop action plans with challenging targets that bring about improvements aimed at all children. Professional development for all staff is encouraged and as a result they are training to improve their level of qualification.

The monitoring of the educational programme and processes for assessments are appropriate and have led the team to engage in training to develop consistency in recording methods. However, there is a gap in assessing children's mathematical development. Earlier evaluations identified the need for more resources but this alone has not had sufficient impact on children's achievements in this area.

The safeguarding and welfare requirements of the Early Years Foundation Stage are met and understood by managers and staff. This is demonstrated by staff knowledge and through safe practice in relation to children's care, child protection, behaviour management and maintenance of all required documentation. Partnership working with parents and external agencies is effective in ensuring children and their families receive support and appropriate interventions to meet their needs.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an

acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY446475
Local authority	Hertfordshire
Inspection number	799108
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	30
Name of provider	Janet Susan Beverley
Date of previous inspection	Not applicable
Telephone number	07702 880794

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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