

St Barnabas Pre-School

St Barnabas Church Hall, Rushet Road, St Pauls Cray, Orpington, Kent, BR5 2PU

Inspection date	24/01/2013
Previous inspection date	13/09/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children show a strong sense of belonging; they enjoy their time at the setting and make meaningful attachments and friendships.
- Sound relationships with parents help children flourish, as staff work to ensure there is a joint approach to sharing information.
- Children enjoy a well-resourced indoor environment that helps them make satisfactory progress in their learning.

It is not yet good because

- The system of planning, observation and assessment does not identify children's next step in their learning and development to ensure children's individual learning needs are met .
- Staff miss opportunities to extend children's experiences during outdoor play, which reduces their learning experiences in this environment.
- Self-evaluation does not fully consider the views of staff, parents, children and carers to enable them to contribute to improvements to benefit the children.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities indoors and outdoors.
- The inspector held meetings with the manager and talked to various staff members and children's key persons.
- The inspector looked at a variety of documentation including assessment records and planning
- The inspector observed the supervision of children, and checked qualifications and staff suitability.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Marvet Gayle

Full Report

Information about the setting

St Barnabas Pre-School registered in 1980. It is managed by a voluntary committee, and operates from a church hall in a residential area close to local amenities 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. At present, there are 22 children on roll. 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 staff 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 local authority early years team.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop the assessment requirements to ensure observations identify children's level of achievement, interests and learning styles to help plan future learning experiences for each child.

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

- extend the opportunities for children to build on their knowledge in the context of practical activities, for example, by involving them in learning about the nature of liquids and solids
- develop the way self-evaluation is completed to consider the views of staff, parents, children and carers, in order to enable them to contribute to improvements.

Inspection judgements

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

Children make satisfactory, sometimes good, progress towards the early learning goals. They enjoy activities and experiences, covering all areas of learning, in an exciting and child-friendly environment, which is well-resourced and set out. Most staff know how children learn and respond to children's ideas and interests. For example, some children showed interest in fruits, so activities were planned to explore this theme and help children understand about different range of fruits and their colour, this was done through play dough and fresh fruits snack time. However, some staff are less confident in how to assess and plan children's next steps in their learning. Their lack of consistency in the quality of observation and assessment means that children do not always have activities planned which challenge them and maximise their potential.

Children enjoy free-flow play between the indoor and outdoor areas. The quality, stimulating and appealing resources indoors engage children's interests and encourage them to explore and play imaginatively. However the outdoor play area is not as well resourced and does not sufficiently enhance the children's learning.

There is a selection of activities and equipment to support children in their mathematical development, creative and imaginative play. Children observe and discuss the weather in great depth developing their knowledge of seasons, and introducing new vocabulary. They sang and took part in acting out songs about snowflakes. Small world play, with fantasy figures and props, encourages vocabulary as children talk about what they are doing. Children enthusiastically use mini beasts to interact with each other and engage in play, one child competently negotiate the use of scissors to cut a piece of plastic demonstrating his fine motor skills and the ability to keep himself safe. Staff cater for children with special educational needs and /or disabilities very well. The setting's special educational needs coordinator is knowledgeable and works closely with parents to support children by working alongside other professionals. Children make progress in personal and emotional development as they join in and follow routines. The key person system generally supports the partnership with parents, staff are confident in engaging with parents to report on children's progress on a daily basis.

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

Children form close, meaningful attachments to staff and demonstrate a strong sense of belonging. This also helps to prepare them for future moves, for example the move to school. Staff understand their different characters and learning styles. They give children who need additional help following routines calm, clear instructions, which they can more easily understand. The staff work well as a team and they are deployed within the setting to help ensure children's safety and allow them to access all areas with support. They support children's health and welfare as they enable them to enjoy snacks in accordance with their dietary needs and preferences. Children drink water at snack time when they also enjoy fresh fruits and vegetables. Staff accompany children to use the child-friendly toilet and wash basins and help them to manage tasks independently for the most part. Children know when to ask staff for help. There is a settling-in period when staff make some observations, which contribute to a baseline assessment. Staff use this to help decide on the activities for each child. The children can express their feelings in a safe and comforting environment, which helps to promote their well-being. Children develop a sound sense of safety, for example, as they use scissors safely and learn not to bump into one another when running around. As a result, children learn to keep themselves and others safe.

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

All recommendations and actions from the previous inspection have been tackled with the support of the local authority advisor who set targets for the academic year. This has resulted in an action plan, demonstrating the setting's drive for continuous improvement. The self-evaluation systems are not fully developed to include the views of staff, parents and children. This is a task that the manager is coordinating by collating evidence which she will then take to the committee. The provider has not addressed some aspects of training, which means the quality of teaching is inconsistent in delivering the curriculum and planning for the children's next steps. Consequently, staff do not fully challenge children to make the best possible progress.

Procedures for safeguarding children are well understood and managed. Staff know how to look out for signs and symptoms that may cause them concern so that they can refer any concerns appropriately. Parents are advised of the setting's policy and have further information provided on a notice board. Staff carry out daily risk assessments, which help to reduce any hazards to children and promote their safety.

Staff seek information from parents to support children's welfare at the time of registration. This includes medical history, allergies and known health needs as well as children's likes and dislikes. Staff are clear about parents who have parental responsibility for the child, which is provided at registration ensuring a positive impact on children's welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	137343
Local authority	Bromley
Inspection number	813899
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	22
Name of provider	St Barnabas Pre-school
Date of previous inspection	13/09/2011
Telephone number	01689 821353

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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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