

# Barnabas Pre-School

24 St. Johns Hill, WOODBRIDGE, Suffolk, IP12 1HS

## Inspection date

Previous inspection date

12/02/2013

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

- Staff have high expectations of all children based on accurate observation and assessment of children's interests and achievements and provide a challenging and stimulating environment.
- Children are motivated, eager to learn and very confident. As a result, they make good progress and some are making exceptional progress, especially in their communication and language skills.
- The highly motivated staff team regularly reflect on their practice and are keen to increase their knowledge through training and reading.
- Partnership with parents is strong as a result, parents are fully involved in their child's learning and development within the setting.

### It is not yet outstanding because

- Arrangements for sharing information with other settings, including schools, are not consistent across all schools and settings that children attend or are due to attend. As a result, not all children are fully supported to make smooth transitions or provided with a consistent approach.
- Routines do not always flow with children's needs and there are a few occasions where children are becoming frustrated as they wait to go outside or to resume their play after snack.

## 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 all the play rooms and the outdoor learning environment.
- The inspector held meetings with the managers of the setting, spoke to staff, parents and interacted with the children.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day of inspection and information included in the self-evaluation documents.

## Inspector

Moira Oliver

## Full Report

### Information about the setting

Barnabas Pre-School was originally established in 1975 and re-registered on the Early Years Register, under new ownership in August 2012. It operates from four rooms in St John's Old Vicarage, close to the centre of Woodbridge, Suffolk and is privately managed. The pre-school serves the local area and is accessible to all children. There is a fully enclosed garden area available for outdoor play. The pre-school employs five members of

child care staff. Of these, four hold appropriate early years qualifications to at least level 3, including the manager who has an early years degree. The pre-school opens Monday to Friday during term time. Sessions are from 9.15am until 12.15pm with an optional lunch time club until 1pm on Mondays, Wednesdays and Fridays. Children attend for a variety of sessions. There are currently 22 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special needs and/or disabilities.

### **What the setting needs to do to improve further**

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

- strengthen the existing arrangements for sharing information between other settings that the children attend to ensure they are consistent for all children
- enhance daily routines to ensure that while they are still basically orderly, they are flexible enough to reduce the time that children are waiting, to limit incidents of frustration
- extend opportunities to prepare children for transitions into school or other settings to ensure they are consistent for all children.

### **Inspection judgements**

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

Children are enthusiastic and keen to learn and as a result they make good progress through all seven areas of learning. Some are making exceptionally good progress, especially in their communication and language. The staff have high expectations of the children and make regular observations to ensure that they are planning for individual children and providing sufficient challenge. Parents are heavily involved and provide detailed information about their children's achievements and interests when they first start at the setting. Children's records are shared on a regular, termly basis and parents contribute with their own comments and ideas for their child's next steps in their learning and development.

The staff have begun to share assessment records with other settings that the children attend. However, this is not yet in place for all children who share settings. Therefore, some children do not benefit from a consistent approach to help them to make the best

possible progress. Children's communication and language skills are developing very well as they retell favourite stories and make up their own. Older, more able children have well developed vocabulary as they describe the castle where the dragon lives and talk about animals that are predators. The staff provide an environment that is rich in print, supporting children to understand that print carries meaning. Many of them recognise their own and other children's names. They use clip boards and notebooks outside and write letter type shapes as they 'do their work'.

The quality of teaching is good and skilled staff support children to develop their interest in mathematics. They provide numbers and shapes which children sort into a range of different sized boxes. They count the children each day and some can draw and recognise numbers accurately from one to nine. A recent outing in the community provided additional opportunities to reinforce shape and size; children looked for and identified shapes in houses, shops, the church, on the ground and in other everyday objects. The location of the setting allows children to enjoy many outings and to explore their local area. They regularly visit the church grounds, the park, local shops, the library, a garden centre and other places of interest. As a result, children are able to take an active role as they learn about their community and the wider world.

For the majority of the session, children move freely across the four play rooms accessing a wide range of interesting and exciting activities. For example, they squeeze clay and make patterns in it. Scissors are introduced with the clay to encourage those who find cutting difficult, to practice their skills. They pour sand both indoors and out and drive vehicles through it scooping it up to transport it into other areas. Children take part in communal painting activities outside and make individual pictures inside. The pictures are valued and displayed on the wall in the main playroom, providing opportunities for children take ownership of their environment. The role-play area is well resourced and children dress up as princesses and dragons, following their interests in stories. The staff understand the benefits of music. Children listen and dance to a range of music and make their own by singing and playing percussion instruments. A recent review of music has resulted in the purchase of head phones to enable children to independently listen to music without disturbing others or raising the volume in the room.

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

The welcoming and well-resourced environment supports the children's emotional well-being. Children confidently explore their environment accessing all the playrooms. Home visits are offered to all families to provide opportunities for children to become familiar with their key person and to support them to settle well. They share special books, containing photographs of family members, helping to build close, trusting relationships with each child as well as with their families. Children make friendships with their peers and they know each other by name. Staff provide good role models for behaviour, they are calm, relaxed and encourage the children to respect each other, to take turns and to share the equipment. As a result, children help each other with aprons when they get twisted, find items for their friends to play with and genuinely treat each other with kindness.

The setting effectively promotes diversity and values all children who attend. They take time to get to know the families, their cultures and interests. Children have opportunities to hear other languages and some are beginning to count in French. Children that need additional help are accurately identified and systems are in place to support them and to work closely with parents and other agencies.

The staff plan regular cooking activities to provide the children with opportunities to talk about healthy foods. They often prepare the food for snack, encouraging the children to try a range of different tastes and textures. For example, they experiment with lemon juice as they spoon it onto their pancakes. The children sing a hand-washing song to remind them of the importance of hygiene and alert the staff when the taps are covered in paint or clay. The staff understand the importance of outdoor play and know that some children learn better in the outdoors. As a result, they provide a wide range of activities, ensuring children have space to run freely, explore and have daily fresh air and exercise. Transitions into school are made easier for most children as the staff work closely with the teachers from some schools. However, some children are not fully supported as relationships have not yet been fully developed with all the schools that the children attend.

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

The staff team work well under the strong leadership of the manager. All staff regularly reflect on their practice, even the newest members of staff, as the team work together to make improvements. For example, a recent review of the outdoor area has ensured that they are all aware of the resources available and provide sufficient activities for all children's interests. Staff are motivated and interested in current early year's research and use the ideas to provide the best support for all children. For example, they are exploring and reviewing the use of computers in their provision to make sure children have the skills they need. Regular supervision and team meetings ensure that staff development is supported and encouraged. Comments are invited from staff, parents and children to ensure that everyone is fully involved in shaping the provision.

Children are protected from abuse and neglect because the staff are secure in their knowledge and understanding of safeguarding procedures and because they have a good understanding of the requirements of the Early Years Foundation Stage. Clear policies support their practice and all the staff have attended recent safeguarding training. Staff recruitment is robust and thorough induction procedures ensure that they all understand their roles and responsibilities. The premises are safe and secure. The building has other users, therefore, clear procedures are in place and adhered to by all, to ensure unauthorised persons cannot gain access and children cannot leave the premises unsupervised. Risk assessments take place and all areas are checked daily to ensure hazards are minimised.

The staff have put a lot of thought into daily routines to ensure they are appropriate for

both the younger and older children who attend. There are set group times, such as, snack, circle time, outdoors, music and story time; many of which are aimed at the older children. Younger ones can choose to join in or play in the adjoining playroom. However, there are occasions where children are not actively engaged in activities and are waiting for others and some become frustrated.

Partnership working with most external agencies is effective in supporting children's individual needs, while partnerships with parents is a strength of the setting. The staff work very closely with them, providing information in a variety of ways to make sure they can all access it. For example, they use a notice board, emails, a website, a daily information board and daily chats when the children arrive and depart. Parents say they are very happy with the provision and the progress their children make. They like the small and homely atmosphere, feel supported, involved and find the staff friendly and approachable.

### 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**

<b>Unique reference number</b>	EY453712
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	881355
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	15
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Deborah Ann Branch
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01394 383 410

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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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