

Barnardo's - Learning Together

12 Wampool Place, WIGTON, Cumbria, CA7 9SA

Inspection date	18/02/2013
Previous inspection date	17/10/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Children freely access the newly refurbished outdoor play area. This enables them to develop a range of physical skills, contributes to a healthy lifestyle, and provides them with an truly interesting and stimulating play and learning environment where children can experiment, explore, investigate, build, move and role play.
- Children develop secure attachments and a strong bond with their key person. They settle easily and engage well with the staff because they feel safe and secure.
- Children are motivated and engaged in their play. Staff support children to choose their own activities and enable them to decide what they want to do, and how they will do it. Children's interests are used effectively by staff who also closely match what they provide to children's current needs and interest. As a result, children make good progress in their learning and development.

It is not yet outstanding because

- There is scope to improve the range of resources and positive images that celebrate difference and diversity to build on children's knowledge and understanding of the wider world.
- There is scope to enhance younger children's curiosity and learning of understanding the world by: providing a range of everyday objects for young children to explore and investigate, such as treasure baskets.

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 children's activities in the four interconnecting rooms of the pre-school and in the outdoor play area.
- The inspector held a meeting with the nominated person and manager of the pre-school.
- The inspector looked at children's assessment records, the planning documentation, the systems for the monitoring of children's progress, and appraisal and supervision systems.
- The inspector checked evidence of suitability and qualifications of staff working with the children, policies and procedures for the pre-school and the self-evaluation form in hard copy.
- The inspector took account of the views of parents, carers and children spoken to on the day of the inspection and written questionnaires completed by parents and children attending the pre-school.

Inspector

Carys Millican

Full Report

Information about the setting

Barnardo's - Learning Together was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school is situated within North Allerdale Children Centre on a local housing estate in Wigton, Cumbria, and is managed by Barnardo's. The pre-school serves the local area and is accessible to all children. It operates from four interconnecting ground floor playrooms and there is a fully enclosed area available for outdoor play.

The pre-school employs four members of childcare staff who hold appropriate early years qualifications at level 3, including the manager who also holds a City and Guilds level 4 National Vocational Qualification in Childcare and Development.

The pre-school opens Monday to Friday, for 38 weeks of the year along with reduced services available during holiday periods in consultation with parents and carers. Sessions are from 9.15am until 12.15pm for children aged three and four years. Children aged two years attend from 9.15am until 11.45am. All children attend for a variety of sessions. There are currently 23 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 and supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- support children's understanding of the difference and diversity of the world around them by: providing positive images, books and resources, which represent children's diverse backgrounds and diverse physical characteristics, including disability
- develop the use of treasure baskets to support younger children's curiosity and learning.

Inspection judgements

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

Children enjoy themselves and fun in this well-organised pre-school setting. Staff provide a good balance of play and learning opportunities for all children. They build on children's interests and requests for activities, which engages children's enthusiasm and motivation for learning. Children's communication and language is supported well in all activities. They confidently engage in conversations and discussions as they play. They respond to the skilful questioning techniques used by the staff who combine many areas of learning into an activity. For example, children ask if they can make a jelly. Staff support their request and children eagerly take part. Children develop their hand eye coordination and physical skills as they safely cut the jelly into pieces. They competently measure the correct amount of cold water into the jug and when asked what they should do next, children inform the staff that it needs to heat up to melt. Staff constantly praise children and extend their learning further by asking children open-ended questions about what they do and what they think will happen next. As a result, children are active learners and problem solve through their own thinking skills. Staff introduce mathematical language and new vocabulary and children's learning is strengthened by staff introducing colour, shape and number.

Staff provide children with lots of time for them to make choices and follow their own interests. This happens during free-play time, along with adult-led activities, and during group times. The four interconnecting rooms allow children to move around freely to access designated learning areas that contain a good range of toys and resources. However, there is scope to improve resources by providing younger children with treasure baskets to help develop their curiosity and learning. Toys are organised at low level and staff encourage children to develop their independent learning skills by choosing toys for themselves, and following the pre-school routine by helping to tidy them up again after use.

Staff have high expectations of children and a comprehensive understanding of how they learn through play. They involve themselves in children's play at appropriate times and provide good levels of support and encouragement. During this time they make consistent observations and assessments of children's progress that are linked to the areas of learning. They know the children well, and therefore, plan activities that reflect children's individual learning needs. Staff observe children and assess their progress to clearly identify the next steps their learning, and continue to use their ongoing interests to inform future planning. Children are making good progress in relation to their starting points and this is seen in the tracking and progress records maintained by staff. Staff complete regular reports on children's progress which inform the progress check at age two and transition records on entry to school.

Children are happy and keen to participate in all activities. They develop their language skills by engaging in conversations with staff and other children. Children also take part in 'letter and sounds' phonic sessions, and sing traditional songs and action songs during the day. Children's writing skills are promoted through the provision of a well-equipped mathematical and writing area. An assortment of magic markers, chalks boards, writing media and resources are creatively arranged, so that children can practise skills by making

marks and labelling their work. Children problem solve, learn colours and count as they sort small coloured counting teddies into plates and match the colour and patterns on the cards. All these activities help children gain appropriate skills in readiness for school.

Children have good opportunities to develop their physical skills in the newly refurbished outdoor play area. This play area is accessible to children at all times, so that they can freely move from indoors to outside, in all weathers. Children investigate and explore their environment and use a wide range of outdoor play equipment to develop their physical skills. They fill their wheelbarrows with small spades and push them to the digging plot, walking up and over the grassy mound, through the natural habitat consisting of the apple tree, bushes and willow den. Children grow their own vegetables and fruit during spring and summer months, and harvest and eat their produce. They build with large bricks and learn to use the slide safely with the support of the staff member who supervises their play close by.

Children develop their skills in expressive arts and design as they participate in creative activities that enable them to explore paint, textures and other malleable materials. They enjoy being imaginative and dressing up in the home corner. Children become engrossed in role play and re-enact real life experiences; this supports their emotional development. For example, making the tea and feeding the baby. Children begin to understand about the world in which they live as they participate in planned activities relating to festivals and cultural events. However, there is scope for staff to help children understand more about the difference and diversity of the world around them through visual images and resources. Children use a range of electronic and programmable toys that help develop their awareness of technology, such as cameras, calculators, robots and mobile phones. They play cooperatively and learn to share and take turns. As a result, children are purposefully engaged in their play and practise skills that help them move on in their learning and eventually to school.

Staff engage well with parents at arrival and collection times. Records are meticulously maintained with parents who provide a wealth of information about their child when they first start at the pre-school. This information includes details about children's interests, likes and dislikes, individual needs and care practices. Parents are keen to be involved in their children's learning. They take home book bags to read stories to children and complete entries in 'Spot the Tiger', the take home toy's diary. Other innovative ideas are used to support children's learning at home which are warmly welcomed by parents and children alike, such as 'the red tin' which is a name/letter association strategy. Regular discussions held between the staff and parents and regular parents' evenings promote the sharing of children's progress and the opportunity to keep information up-to-date. By doing so, parents and staff can cooperatively plan how best to move the children forward in their learning.

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

Children's physical and emotional well-being is fostered because they form a secure relationship and strong bond with their key person. The staff know the children, their

background and family members, consequently, all children are supported in their personal, social and emotional development and they remain happy and confident. Children settle easily and freely approach staff for comfort if they are upset. They enjoy lots of cuddles, helping them to feel safe and secure. Children are well behaved. Staff have seen an improvement in children's behaviour since implementing the 'free flow' play into the outdoor play area. Children are motivated and engaged in activities. They play cooperatively with other children in child-initiated and adult-led play and show a clear understanding of sharing and taking turns. Children benefit from well-established routines that help them learn about expectations of their behaviour and safety. For example, they help staff tidy away toys and resources as they begin to understand that it is important that no-one falls over them. In the outdoor area children practise crossing the road safely using props and ride on toys. They also learn about safety while participating in regular emergency evacuation drills and through visits from fire fighters, police and other people who help us.

Children learn about basic hygiene practices, healthy eating and active lifestyle. They follow the good role model set by staff, all of whom show a high regard to maintaining good hygiene standards at all times. Children wash and dry their own hands before eating and sit comfortably together to eat their snack. They learn social skills as they take turns to hand out the plates and serve their own food. This enables children to make healthy choices of the foods they like and the amount they wish to eat. They also develop their independence and self-care skills by helping to pour their own drinks. Staff take every opportunity to enhance children's learning in practical activities. They talk to children about their food, healthy eating and use mathematical language, such as asking how many pieces of fruit they have and how they can cut the banana and apple in half to share with the other table. The importance of maintaining an active lifestyle is promoted through opportunities for children to constantly experience fresh air and exercise. Staff encourage children to run around energetically, to build with bricks, balance on stilts, and ride-on bikes, learning to negotiate obstacles and space.

Children are prepared well for their transition from home to pre-school, then onto school. On starting pre-school, staff encourage parents to stay with their child until they are ready to be left alone. This helps children to settle in their own time and feel safe and secure when their parents leave. Children are further supported in their move to school. The local schools are contacted to provide a prospectus for potential families to support them in making an informed choice. The pre-school staff initiate visits to school and invite teachers to meet the children in a familiar environment. The teachers talk to children about the transition to school and speak to the staff. Older children are invited back to share their experiences of school with the younger children attending pre-school. These strategies all help prepare children well for the changes ahead.

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

The nominated person and manager have a good understanding of their responsibility to ensure the requirements of the Early Years Foundation Stage are met. The combined partnership of the staff, manager and nominated person drive the vision and ambition for

this pre-school setting. They are committed to providing a good quality service for children and their families. The records, policies and procedures are well organised and are effective in supporting the pre-school provision. Policies and procedures are reviewed and updated in line with new legislation and changes are shared with parents and staff so that all persons are aware of their content. The manager monitors the educational programme to ensure a full, broad, and balanced curriculum is provided for all the children attending. The 'Every Child a Talker' tool is effectively used to monitor children's communication and language development. As a result, children make good progress in their learning.

Children are safeguarded and protected and their welfare is promoted. The manager and staff implement a range of policies aimed at keeping children safe. They have all attended safeguarding training so that they can identify when children need support and take action if they have any concerns following the required procedures. Risk assessments are reviewed regularly. Staff make sure risks are minimised and safety checks are completed in all areas to make sure children play in safety. The staff and management use the required documentation, such as records of accidents and medication. These are shared with parents when necessary. Staff undergo robust vetting checks regarding their suitability to work with children. The nominated person and manager closely monitor staff performance both informally, by working alongside practitioners, and more formally through regular supervision and appraisals. Ongoing professional development is seen as a high priority in helping to ensure that the pre-school continues to have an experienced, well-trained and well-qualified workforce.

Opportunities to obtain the views of parents, carers and children are used effectively to inform and evaluate the effectiveness of the pre-school. Parents, carers and children complete questionnaires and staff contribute their ideas and analysis at designated staff meetings. The management and staff are clear on their strengths and address quickly any areas for improvement. Action plans show continued plans for improvement and show that areas previously identified are successfully met. For example, the recommendations raised at the last inspection are all completed.

Partnership with parents is good. Those spoken to during the inspection speak very highly of the support staff give to their children and whole of the family. Parents appreciate the good quality of care and learning their children experience and say how well their children are progressing. Parents state that the staff are 'friendly and approachable' and a statement from a recent questionnaire says 'my child speaks about it positively and she is growing in confidence so she must feel comfortable and secure in the environment'. The staff provide a 'happy environment, everyone is happy and my child loves coming'. Partnerships are established with the local authority early years team and other professionals to promote best practice and improve outcomes for children. The pre-school works alongside external agencies to seek early intervention for children when it is required. This promotes a consistent approach to working with families.

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
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	317472
Local authority	Cumbria
Inspection number	877004
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	20
Number of children on roll	23
Name of provider	Barnardo's
Date of previous inspection	17/10/2011
Telephone number	016973 49555

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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.

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.

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