

Barnett Wood Pre-School

Barnett Wood County School, 213 Barnett Wood Lane, ASHTEAD, Surrey, KT21 2DF

Inspection date

Previous inspection date

07/03/2013

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 a very good understanding of how children learn and the learning environment they create supports all children to be active, purposeful learners.
- Children really enjoy using all the resources to explore and set their own challenges in play. They can be independent and good decision-makers.
- Staff are strong role models and as a result, children are polite, thoughtful, cooperative and well-behaved.
- Leaders and managers are closely focused on clear targets, which means the setting continuously improves.

It is not yet outstanding because

- Children do not see a wide range of diverse images that reflect their immediate environment and the wider world to develop their understanding of people's difference and similarities.
- Children are not encouraged to make their own books as a way of reflecting on their recent play activities.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 play rooms and the outside learning environment.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and the provider's self-evaluation form.
- The inspector held meetings with the manager, deputy and a member of the board.

Inspector

Susan McCourt

Full Report

Information about the setting

Barnett Wood Pre-School registered in 1993 and re-registered in 2012 as a limited company with charitable status. There is a management committee with directors who are responsible for the provision. It operates from a newly built, single storey building in the grounds of Barnett Wood Infant School, in the village of Ashted, Surrey. It has use of two large classrooms with central cloakroom facilities, a kitchen and an office. An enclosed playground and additional covered deck provide an outdoor play space. The pre-school is registered on the Early Years Register and opens Monday to Friday, during term time only. They currently operate Monday, Wednesday and Friday from 9am to 12 noon and Tuesday and Thursday from 9am to 11.45am. Afternoon sessions operate on a Monday from 12.30pm to 3.15pm and Tuesday and Thursday from 12.15pm to 3.15pm. The pre-school receives nursery education funding for children aged two, three and four. Children attend for a variety of sessions. Generally the longer afternoon sessions are for the older four-year-olds. There are 83 children on roll, all of whom are in the early years age range. The setting supports children with special educational needs and/or disabilities and with English as an additional language. There are 12 members of staff employed to work with the children, all except two hold appropriate early years qualifications. Two staff are qualified teachers.

What the setting needs to do to improve further

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

- help children to learn positive attitudes by developing further the resources which reflect positive images of diversity to enhance children's understanding of the world

- encourage children to make their own books. Use these for sharing stories with others and so that children have the tools to reflect on recent learning and experiences.

Inspection judgements

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

Staff have a very good knowledge and understanding of the Early Years Foundation Stage. They provide a very effective curriculum with a wide range of activities in every area of learning. Children are busy, active learners who enjoy exploring and investigating the interesting learning environment. Children have lots of opportunities to play with what interests them and set their own challenges. For example, when playing with foam bricks,

some children want to build the tallest wall they can while others choose to build a den. The children think about their play and solve problems as they go. This means that they clearly demonstrate the characteristics of effective learners.

Staff are skilled communicators and provide a language rich environment. They talk with children continually and build on their vocabulary with lots of new words to describe what they are doing. For children with difficulties in communicating, staff have picture cards and use sign language. This means that all children build strong communication skills. Staff provide activities linked to favourite stories so that children can play a role and repeat familiar narratives, such as 'blowing the house down'. Books are on display in various parts of the room so that children can settle in cosy places to read or refer to factual books. For example, there is a wide variety of reference books in the 'understanding the world' play zone. However, there are no opportunities for children to make their own books, using photographs or pictures, to reflect on past experiences. Staff provide mark-making materials in various activities both indoors and out. This means that children who have active learning styles still have opportunities to develop their early writing skills. Staff are good at helping children investigate and find things out for themselves. For example, children play a floating and sinking game and staff encourage them to take it further. As a result, children go looking for things that they estimate will sink and add their own dimension to the activity.

Staff are very effective in tracking and supporting children's progress. They work closely with parents to establish children's starting points and devise personalised planning to help children attain their next steps. In this way, children make good progress and, in some cases, exceed the expected levels of development for their age. Parents contribute to the children's learning journeys and are well informed of children's achievements in pre-school. Parents share the achievements children have made at home and the staff value this information highly. This mutually supportive partnership gives children a consistent foundation in their learning and development. Overall, children are well prepared for their transition to school.

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

Children are very well settled and secure. Staff provide attentive care and the child's key person builds a strong relationship with the family to ensure children are happy in pre-school. For example, children arrive at different ends of the building so that their first minutes of the session are spent in a smaller space with children of their own age. Once settled, the dividing wall is opened so that children can move freely around the space. Children have a great sense of ownership and belonging. They know the routine and quickly stop what they are doing when staff ring a bell. Children know that this means an interesting announcement about the outdoor area being open, or it being tidy up time. Children enjoy taking responsibility and help to tidy things away and get their own plates and cups at snack time. They are polite and friendly, inviting their friends to play with them and chatting about what they want to do. Children show mature skills in cooperating and turn-taking and their behaviour is very good.

Children manage their personal care very well. Staff give them tailored support so that they can manage their coats and shoes as independently as possible. Similarly, the bathroom has simple equipment so that children can use the soap and dryers to wash their hands without requiring supervision. Children enjoy playing in the fresh air every day. They enjoy a healthy lifestyle in the pre-school because the food served is balanced and nutritious. They enjoy physical activities such as using the ride-on toys and constructing ramps for their toy cars. Children respond well to advice on keeping themselves safe but also enjoy taking some managed risks. For example, children walk when indoors and run outside, but they also experiment by sharing a scooter with a friend to see how that works.

Staff provide a learning environment which is very supportive to children's self-help skills. They can independently reach all the equipment available and move things around as they choose. For example, children take torches, tape measures and binoculars around the setting to explore every corner. Children have some good opportunities to learn about aspects of the wider world through the resources on offer. For example, children take part in different festivals such as Chinese New Year. However, the learning environment does not fully reflect the families who attend, or show sufficient images of a diverse range of people to encourage the children's understanding of others. Staff extend children's ideas very skilfully. For example, they take children outside to look at the patterns in a brick wall to help them construct their own wall. This leads to lengthy play activities, which builds children's concentration spans. It also means that children are well motivated to learn as their curiosity is well rewarded.

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

The leaders and managers of the pre-school have a strong understanding of how to meet the requirements in the Early Years Foundation Stage. All staff are checked as to their suitability and they have a thorough knowledge of the safeguarding policies. They understand their responsibility in passing on any concerns that they may have about a child's welfare and to work with other services to support children. Staff have a rigorous induction process and are encouraged to develop their skills and qualifications. They have regular supervision and an annual appraisal. Senior staff act as mentors to support newer staff. In this way, the manager has built a strong and stable staff team who work very well together to meet children's needs. The managing board includes staff, parents and representatives from the school. They have high aspirations to continually raise standards and evaluate practice in consultation with all staff and parents. They have a good awareness of their strengths and areas for refinement. For example, they intend to build on their strong relationship with the parents by further involving them with the children's learning journeys.

The manager works alongside staff in the pre-school and so she has a strong understanding of how well the curriculum and teaching methods are working. She monitors children's progress charts to ensure that there are no achievement gaps for any particular children. By working closely with reception teachers, she can be confident that

children are prepared to achieve well when they transfer to school. The pre-school staff are proactive in building links with other settings and gaining the support of other professionals. In this way, children get good support for any identified additional needs. Parents speak very highly of the pre-school. They welcome the information shared about their child's achievements and are confident that the children are happy and engaged. Parents enjoy opportunities to act as parent helpers, be on the board or take part in the fund-raising group. Parents report a strong sense of community, with the pre-school at the heart of it.

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 action. 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	EY440673
Local authority	Surrey
Inspection number	810450
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	83
Name of provider	Barnett Wood Pre-School
Date of previous inspection	not applicable
Telephone number	01372279584

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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, which are usually the childminder's 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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