

Old Barn Pre-School

Long Lane Scout Centre, Rear of 190 Long Lane, LONDON, N3 2HX

Inspection date

07/03/2013

Previous inspection date

15/12/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

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 are happy and well settled in their environment. They benefit from and enjoy the caring relationships and positive interactions that they have developed with staff.
- Staff are suitably qualified, ratios maintained and staff are appropriately deployed throughout the pre-school to support the smooth running of the pre-school.
- Children are provided with regular opportunities to develop their physical skills as they play outside in the fresh air.

It is not yet good because

- There are no monitoring systems in place to identify or target future improvements.
- Activities do not have clear learning intentions and sometimes lack purpose.
- Staff do not always challenge children's thinking skills or extend their vocabulary by using open-ended questions.
- Children are not encouraged to use writing for different purposes.
- Parents are not encouraged to contribute towards their children's learning.

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 carried out observations in the main playroom and observed the garden area.
- The inspector completed a joint observation with the registered provider.
- The inspector took account of parents' views, spoken to on the day of the inspection.
- The inspector looked at relevant documentation, including records relating to children and staff.

Inspector

Samantha Smith

Full Report

Information about the setting

The Old Barn Pre-School first opened in 1981 at another premises and registered at the current premises in 2010. The pre-school is managed by a parent-run management committee and pre-school places are offered to the local and wider community. Children have access to a hall and outside play area. The pre-school opens Monday to Friday from 9.15am until 12.45 pm term time only. The pre-school also offers additional sessions until 2.30pm.

The pre-school is registered on the Early Years Register and is a member of the Pre-School Learning Alliance. There are currently 28 children aged from two to five years on roll. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. Children come from the local community and the pre-school supports a number of children who are learning English as an additional language and special educational needs and/or disabilities.

The pre-school employs six staff; all hold a relevant early years qualification. The pre-school receives support from a qualified teacher and special needs coordinator from the local authority.

What the setting needs to do to improve further

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

- implement self-evaluation systems to foster a culture of improvement by developing effective supervision that provides support, coaching and training for staff to increase their knowledge and skills to enable them to carry out their roles more effectively, with regards to supporting children's learning..

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

- improve the monitoring of staff so that all staff are skilled in using open-ended questions in order to challenge children's thinking and increase their vocabulary skills.
- increase opportunities to involve parents in their children's learning by encouraging them to share their observations made at home and use to support planning.
- provide opportunities where children can experiment with writing in their play, for example, in the home corner, taking messages and making shopping lists.

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

Overall, children are making satisfactory progress in their learning and most are reaching the expected levels of development. On the whole the environment is suitably organised providing children with a sufficient experiences in the different areas of learning. However, some areas lack challenge. For example, while the writing area provides basic tools, such as paper and pencils, there are limited examples of labelling around the pre-school and children are not encouraged to use writing in other areas of their play.

Children enjoy being imaginative as they engage in role-play activities as this gives them the opportunity to explore and act out their ideas based on their experiences. They enjoy dressing up and pretending to be doctors and nurses, treating their patients. They enjoy small world activities, using various tools and exploring the range of technology available.

Staff show a genuine interest in helping children to achieve; they plan activities that are fun and enjoyable. However, children are not always grouped appropriately to support their varying ages and activities do not have clear learning intentions. As a result, staff do not always know what they want children to achieve from an activity. In addition, some staff lack the confidence and skills to be able to encourage children's learning effectively.

For example, they do not ask open-ended questions in order to challenge children's thinking skills or to increase their vocabulary.

Assessment arrangements are suitable. Staff regularly observe and record children's achievements and they use the information gathered to provide parents with written progress reports. The nominated person demonstrates that she has a sound awareness of the requirement to complete a progress check for children at two years and advises that she is preparing staff to complete this for the children in this age range.

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

Children are happy and content in their environment. They enjoy positive interactions with staff, which helps them settle well and feel safe and secure. The key person system in place supports regular discussions with parents and promotes children's well-being. Staff spend time on children's level engaged in their play and encouraging them to explore the toys and resources available. Children listen to and respond appropriately to staff requests and they are learning to be aware of safety through the gentle reminders they receive from staff. Behaviour is mostly good and children play well together.

The daily routines in place support children's understanding of healthy lifestyles. For example, there are regular opportunities for children to engage in physical activities and outdoor play. Children are developing their balance and coordination using the indoor trampoline; they enjoy jumping as staff count the number of times that they can bounce up and down. Children also have access to an outdoor play area, which provides a range of resources to support their physical development. Children are encouraged to wash their hands appropriately throughout the day and staff provide them with steps so that they can reach the sinks and do this independently. Snacks are suitably healthy and include a selection of fresh fruits and drinks of milk and water.

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

Overall, the pre-school is sufficiently managed and safeguarding and welfare requirements are being met. Arrangements to protect children are suitably robust and the recruitment and vetting systems check staff's suitability for their roles. New staff are appropriately inducted into the pre-school.

The required policies and procedures are in place and have recently undergone a review to bring them in line with requirements. The environment is sufficiently planned to meet the needs of children in most areas and resources are in good condition and suitably maintained. Staff are appropriately deployed to support the smooth running of the pre-

school. Planning systems are in place and supports the provision of basic activities for the children. However, activities sometimes lack purpose because there are no clear learning intentions. Consequently, learning opportunities are sometimes missed.

Partnerships with parents are generally sound. Parents speak highly of the pre-school and compliment the staff on their kind and caring approach. Parents are kept regularly updated about their child and attend progress meetings throughout the year, where staff provide specific information about their child's learning and development. However, parents are not actively encouraged to share their observations of their child's learning at home, which means that staff are unable to build on children's knowledge and skills acquired at home. The pre-school has developed effective partnerships with other professionals, with whom they work in partnership to support children's overall care and learning needs. They are beginning to develop partnerships with schools to support children's when they move on.

The pre-school demonstrates a reasonable capacity to improve. The nominated person acknowledges the weaknesses identified at this inspection and demonstrates a willingness to address them. However, there are no clear action plans in place to prioritise or target improvements that will best impact on the quality of children's experiences.

Recommendations from the last inspection have been addressed in part and the pre-school is continuing to address these. Though there is a performance management system in place it has not been successful in securing training for some staff in the Early Years Foundation Stage framework, who as a result are less confident in their roles. Consequently, some staff miss opportunities to extend children's learning; particularly with regards to children's understanding of shape, size and numbers and their language development.

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	EY410839
Local authority	Barnet
Inspection number	887306
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	26
Number of children on roll	28
Name of provider	St Marys Playgroup
Date of previous inspection	15/12/2010
Telephone number	07977846922

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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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