

Barlborough Pre-school & B.O.O.T.S

1 Ward Lane, Barlborough, CHESTERFIELD, Derbyshire, S43 4JD

Inspection date

Previous inspection date

26/04/2013

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 good knowledge and understanding of the Early Years Foundation Stage. They ensure children's individual next steps are included in the planning of activities, therefore children make good progress in all areas of their learning and development.
- Throughout the setting children are very happy and well settled. They are highly confident as they engage in conversations, welcome visitors and move around the different areas of the setting with confidence.
- Good partnerships with parents and other providers are in place. Parents are involved in their child's learning and transitions for children when they start attending, between providers and for their move into education are good, ensuring families' and children's individual needs are well met.

It is not yet outstanding because

- There is scope to increase opportunities to extend children's independence, such as at snack times so they can prepare and serve their own snacks more consistently.
- Systems for supervision or direct observations of staff practice are not fully embedded to further inform improvements and staff development.

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.

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 staff practice and their interactions with the children throughout the provision.
- A selection of documents, children's development records and planning of activities were seen by the inspector.
- Discussions were held with the owner, staff, parents and children throughout the inspection.

Inspector

Karen Byfleet

Full Report

Information about the setting

Barlborough Pre-school & B.O.O.T.S was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated on the first floor of Barlborough Resource Centre in the Barlborough area of Chesterfield, Derbyshire. The premises are accessed to the rear of the property and by a flight of stairs. The pre-school and out of school club serves the local area and is accessible to all children. There is an enclosed area available for outside play.

The setting employs 6 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The pre-school is open Monday to Friday from 9am to 12pm and 12pm to 3pm during term time only. The out of school provision operates Monday to Friday from 7.30am to 9am and 3pm to 6pm during school term time. There is also a holiday club, which operates from 8am to 6pm during school holidays. Children attend for a variety of sessions. The pre-school is open to children aged from two to five years, and the out of school club offers care to children aged five to 11 years. There are currently 73 children on roll, 33 of whom are in the early years age group. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- maximise children's independence by increasing the opportunities for them to do things for themselves, such as preparing and serving their own snacks
- develop the system for monitoring staff performance and practice in order to enhance their professional development.

Inspection judgements

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

Staff have good knowledge and understanding of the Early Years Foundation Stage. Detailed information is gathered from parents when children start attending, which provides staff with a baseline for children's learning. Staff make their own initial observations and assessments, which enable them to identify children's individual learning needs and interests. Children's progress and development is observed and monitored well. Progress checks at age two and summaries of children's development in the three prime areas are completed and shared with parents. Development records for all children are

maintained and assessments of their progress are regularly completed. This enables staff to monitor and include children's individual next steps in the planning of further activities. As a result, the activities match their individual needs and interests so that children make good progress and their future learning is supported well.

Children's communication and literacy skills are developing well. Children enjoy looking at books and listening to stories with staff, developing their awareness from an early age of printed words. Staff also use props to retell stories that the children are familiar with. For example, when telling 'The Three Little Pigs' story, staff use small world animals and puppets to tell the story and engage the children. Children use a variety of tools, such as rollers and cutters in play dough, and they make marks in sand play, which contribute to them developing their early writing skills.

All children have daily opportunities for outside play. A good range of suitable climbing and balancing equipment, ball games and wheeled vehicles enable children to develop their physical skills well. Children are confident and capable in their use of number names, counting, sorting and matching. They enjoy sharing what they can do with adults and also initiating their own games as they access resources. For example, they play a game of dominoes, sharing out the pieces and taking turns to match the number of objects to the correct written numerals. Children's awareness and understanding of the wider world is promoted well. They have access to a good variety of dressing up clothes and books, which promote positive images, and through role play they act out familiar scenarios, such as a cafe, home and the vets. As a result, children are very well prepared for the next steps in their learning.

Partnerships with parents are effective and staff exchange information to ensure parents are informed of daily issues. Staff regularly share children's progress reports with parents, which show children's good progress in their learning and development through the seven areas of learning. These reports also provide information on what are identified as the next steps in children's learning. A selection of 'share and learn' packs are available to parents and children. These are packs of various activities, covering all areas of learning, which are put together by staff for parents and children to share at home.

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

Children are very happy and well settled. They are confident as they engage in conversations and welcome visitors. Staff routinely offer lots of positive praise and recognition for children's efforts and achievements. Children have very secure emotional attachments and a strong sense of belonging in the setting. Staff are very attentive to them, listen to their requests and ideas, and are fully aware of their individual needs. The setting is well equipped with a good range of age-appropriate toys, games and resources, which children can freely access. Children independently put on their own coats for outdoor play. However, there is scope to further enhance opportunities for them to develop their independence skills through consistent routines, such as at snack time.

Safety in the setting is given high priority. Children are unable to leave unattended and the secure entrance prevents anyone entering without the knowledge of staff. All visitors

are required to sign in and out. An emergency evacuation plan is in place and fully understood by staff. Regular emergency evacuation is practised with the children, ensuring they are familiar with the procedure and raising their awareness and understanding of how to stay safe. Staff are positive role models for children and this contributes to the development of their behaviour, independence skills and good manners.

Partnerships with parents and other professionals are fully in place and ensure that children's individual learning and welfare needs are met. They are fully supported in their transitions both between providers and as they move on to school. Staff have built strong partnerships with the local schools where children move on to and share what they know about the children. Teachers from the schools are invited into the setting to meet the children, and staff talk to the children about their new school, in preparation for them moving on.

Children are provided with a healthy and well-balanced range of snacks. They enjoy a variety of foods, such as a range of fresh fruit, raw vegetable sticks, cheese and crackers, and rice cakes. Drinks of fresh water are available to children throughout the day. Parents are consulted regarding the menu and staff encourage them to offer their ideas and suggestions for additional snacks. Children have packed lunches that are provided by parents and they enjoy a social lunch time where they sit with their peers and staff. Children demonstrate a good awareness and understanding of their own needs and personal hygiene. They know and follow robust hygiene procedures with regard to hand washing before eating and after using the toilet. Outdoor activities are routinely available to children throughout the day. Their physical skills are developing well as they use a wide range of equipment for balancing, riding and climbing.

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

Comprehensive policies and procedures to promote children's health, safety and welfare are fully in place and effectively implemented. Staff have attended safeguarding training and are very secure in their knowledge of child protection. All staff are aware of the Local Safeguarding Children Board procedures and of the setting's procedures. The designated safeguarding officer for the setting has a very clear understanding of her role. Robust risk assessments, which are regularly monitored and updated, further assure children's safety.

The manager is fully involved in the daily practices of the setting as she works alongside staff. Annual appraisals are held for all staff and they regularly update their knowledge and skills through further training. However, more routine monitoring of staff performance is not fully established to ensure clear focus on their professional development. Management and staff drive for further improvements and achievements to maintain their already good levels of practice. All staff are included in the self-evaluation process of the provision and parents are regularly asked for their opinions and ideas through newsletters and questionnaires. Parents' thoughts and opinions are highly regarded by the staff. Any concerns or ideas are quickly acted upon, ensuring their views are valued and appreciated. For example, when parents are asked for suggestions for new snacks, their positive response helps staff to devise a menu that fits with parents' ideas and wishes.

Staff make spontaneous observations and formative assessments of children's individual learning. They use these to clearly identify children's next steps and to plan activities to continue to extend their learning and development. Through the use of documents, such as 'Development Matters in the Early Years Foundation Stage', staff are able to pinpoint the development bands for each area of learning for all children. Management and staff have built up professional partnerships with schools where children move on to and with other providers where children may attend to ensure consistency in their learning and their care and well-being.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY454990
Local authority	Derbyshire
Inspection number	890302
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	35
Number of children on roll	73
Name of provider	Barlboroughs On Going Options Throughout Schooling Limited
Date of previous inspection	not applicable
Telephone number	07733397260

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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.

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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