

# Barton Pre-School Nursery, Early Bird & Stay And Play Club

Barton C of E School, Jepps Avenue, Barton, PRESTON, PR3 5AS

<b>Inspection date</b>	08/05/2013
Previous inspection date	15/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children settle extremely well due to the warm, welcoming environment created by the friendly staff. The close relationships between the staff and the children support their confidence and feeling of security within the setting. This promotes highly motivated levels of progress as children feel nurtured and well cared for.
- All children make swift progress towards the early learning goals because they are taught by skilled staff. Children explore all areas of learning through enticing activities that fully engage them.
- All staff and members of the leadership team are skilled at reflecting on their own capacity to deliver a high quality programme. The pursuit of excellence in all of the setting's activities is demonstrated by the highly successful and well-documented drive to strongly improve the achievements of children in their care.
- Children thrive in a setting where their needs are put first. The key person system works exceptionally well to encourage children to feel welcomed and valued. Key persons work very closely with parents and carers and children benefit from very strong continuity of care, which helps them to develop relevant skills for future learning.
- Children's safety and security are a high priority and rigorous safeguarding policies and procedures are in place to ensure this.

## 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 toured the premises and visited the outside area.
- The inspector observed children within the setting and their interaction and involvement with the staff and their peers.
- The inspector also took account of the views of parents and carers spoken to on the day and the information included in the self-evaluation form.
- The inspector spoke to staff, the manager and the director of the company at appropriate times throughout the observations.
- The inspector looked at a sample of children's learning records and all relevant documentation provided.

## Inspector

Ferroza Saiyed

## Full Report

### Information about the setting

Barton Pre-School Nursery and Early Bird & Stay And Play Club re-registered in 2010 as a limited company. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and are managed by a committee. It is situated in St. Lawrence's Church of England School in Barton, Preston, Lancashire. The setting serves the local area and is accessible to all children. It operates from a purpose built classroom, rooms, a hall and there is a fully enclosed area available for outdoor play.

The setting employs five members of child care staff. Of these, four hold appropriate early years qualifications at level 3 and one staff has a qualification at level 2, two staff have Early Years Professional Status and Qualified Teacher Status. It is a member of the Setting Learning Alliance and support is received from the local authority.

The setting opens Monday to Friday, during term time only. Sessions are from 8.45am to 3.30pm, and the out of school clubs operate from 7.30am to 8.45am and 3.30pm to 5.30pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The setting provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational 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:

- build on the very exciting choices for children outdoors, so that they can continue to progress their excellent learning in different ways and on different scales than when indoors.

### Inspection judgements

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

Staff have an excellent knowledge of the Statutory Framework for the Early Years Foundation Stage. Children flourish because staff recognise the uniqueness of each child and support their learning and development extremely well in relation to their starting points. They complete regular observations of the children in their play and identify their next steps accurately. They use these observations and assessments to provide innovative and challenging opportunities for children to learn and develop. Excellent teaching techniques help children to be active learners. Children are highly motivated and fully

engage in the balance of adult-led and child-initiated activities, which ensures they are the primary instigators of their own learning. As a result, they make excellent progress towards the early learning goals. Staff have an excellent understanding of, and have developed, a targeted plan to complete the two year progress check for all relevant children. They start by liaising with parents to ensure that they are fully involved in the process. This helps to keep them informed about their child's progress and development.

Staff ensure children's learning is tailored effectively to meet their individual and changing needs, taking into account their ages and stage of development. They have a very strong focus on developing children's early listening and communication skills. They provide regular opportunities for learning new songs, sharing stories, learning letter sounds and for children to freely access the wide variety of reading materials. Staff's in-depth interactions with children enable them to be highly motivated and actively engaged. They thrive and respond enthusiastically to planned group activities. Staff lay out engaging resources indoor and outdoor and children enjoy expressing their independent choices while they gather equipment from low-level shelves. There is scope to further extend the outside learning environment, for those children whose preference is for outdoor learning, to further enhance the already wonderful outdoor learning.

Children settle to tasks quickly and with no prompting and immerse themselves in drawing, writing, jigsaws or in role play. Group activities and free exploration sessions are very well balanced to ensure that children have time and freedom to become deeply involved. For example, children concentrate deeply while they write. They draw intricate patterns that represent a number of things that are important to them. They draw shapes that clearly represent themselves and people they know, they experiment with writing, making clear efforts to write their names legibly. Older children write their names on all of their work and spell the words as they sound, such as the visitor's name. Staff praise the children and they beam with delight at their achievement. This means that they are fully aware that written text has meaning. This increases their already strong security in the setting.

Teaching and learning within the setting is outstanding. Staff facilitate children's enjoyment within the process by offering an interesting, challenging and fun range of activities so that learning is threaded through continuously within the setting's routine. Staff work extremely well together to plan activities that meet the needs of all children. They make detailed and informative observations of children's play, which enables them to plan very effectively for each child's learning needs. There are comprehensive monitoring and tracking documents in place to ensure children reach their goals. As a result, children make excellent progress across all areas of learning. Staff warmly welcome parents and carers into the setting and partnerships are very strong. Parents share very useful information about their children when they first start, which provides a starting point for staff to build on. They are invited to contribute to staff's understanding of how their child is progressing, they do this by commenting in children's learning records.

Children are thrilled to be involved in the activities provided for them, they are inquisitive and motivated to learn. They gain independence, feel safe, and grow in confidence as they are empowered to make their own decisions, experiment, and take appropriate risks, knowing that staff are always on hand to support them. For example, children at snack

time confidently pour water for themselves and others knowing that they can easily wipe up any spillages. Children are articulate and display high levels of enthusiasm as staff encourage them to fully express their needs and ideas. For example, they want to create faces on plates of themselves and people that matter to them. Children demonstrate high levels of self-confidence and excellent communication skills as they tell staff what they would like to do at the setting. Staff listen to and value what children say. They build on these comments to plan exciting learning experiences for each child. Children are actively involved in learning through play and exploration, in a way which challenges and excites them. Consequently, they gain more ability to become active thinkers and enjoy new learning experiences. As a result, children have meaningful experiences to help them gain confidence and skills for their future.

Staff inspire children to develop their imaginations in many situations. Children enjoy the exceptionally well resourced role play area, where they play 'mummy and daddy', cuddling and rocking their dolls to sleep, because this is what their mummies do. They also take great pleasure in making lunch for the staff and visitors. Staff are skilled in nurturing children in their play. They instinctively anticipate where all children are going to need additional help, including those who are disadvantaged or who have special educational needs and/or disabilities. This exceptional support encourages the children to try for themselves, make mistakes and learn by exploring and experimenting. As a result, all children have meaningful experiences to help them gain confidence and skills for the next stage in their learning and in readiness for school.

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

All children are fully supported to develop meaningful relationships with staff and their friends. The setting embeds the key person system throughout the provision. As a result of the excellent relationships established with parents from very early on, children settle quickly. Staff use the information they receive from parents extremely well, in order to meet children's specific needs. They constantly liaise with one another, discussing care routines and sharing information. This results in children being exceptionally well looked after. Furthermore, they form caring, loving and affectionate relationships with their key person. Parents enjoy many opportunities to speak to their child's key person about children's emotional well-being. As a result of this close communication children's emotional and welfare needs are fully met. The very strong skills of the key person means all children are extremely well prepared for their next stage of learning. They share information with others, which ensures that children's individual needs are met and to ease the transition processes to other settings and school.

There is a strong emphasis on the importance of healthy eating and lifestyles and staff underpin children's understanding of what it means to be healthy through conversation and activity planning. As a result, children show an exceptional sense of space and bodily awareness, they know the need to wear their coats and hat because 'it is cold outside'. Older children have an exceptional understanding of food and they talk to the visitor about what food makes you strong and helps you to see in the dark. A healthy and nutritious

range of meals and snacks are provided for children that include a good selection of fresh fruit and vegetables. Children are encouraged to be independent from an early age, they serve their own snacks, which means they understand portion size. Staff regularly arrange the learning environment to enable all children to be highly independent. Clear daily structure and well established routines enable children to be fully aware of what to expect and they behave well. For example, they know when it's tidy up time and line up to go to the hall for their lunch, where they are extremely well supported by the staff.

Children have access to a learning environment which is wonderful, providing a rich, inspiring and a thoughtful range of activities and quality resources in all areas of learning. These reflect the children's own interests so they are continually challenged, which contributes to their motivation to learn and growing confidence and independence. Children learn about keeping themselves safe through instruction and activities. For example, they know not to run inside and help to tidy up. Staff and children also undertake regular emergency fire evacuation practices. As a result, children develop an awareness of how to keep safe.

Children and those with special educational needs and/or disabilities are exceptionally well supported, which means they thrive in the setting. Staff are extremely well trained and experienced. They have professional and effective links within the borough to ensure that children are receiving the support they need to allow them to develop and make excellent progress from realistic targets. Staff work closely alongside parents and relevant professionals to ensure that all children can make the move to other early years settings for their future learning successfully.

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

All staff have an excellent understanding of their responsibility to ensure that the provision meets the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff know how and when to take action if they have concerns about a child and who to report these to. Policies that underpin the care practice are effectively implemented and are reviewed regularly. Processes, such as the administration of medication, are rigorous and robust. There is a strong recruitment and vetting procedure to ensure all staff are suitable to work with children. For example, staff are vigilant at all times, supervising children well both inside the setting and while outdoors. Effective risk assessments and daily safety checks are completed to ensure children can play safely. This is further enhanced by the recording of staff and children's attendance, which ensures ratios are always met and staff are deployed effectively. As a result, children feel very safe and secure and are happy. Staff work closely with the school to provide a safe, clean, stimulating and secure environment both indoors and outdoors.

The extremely dedicated and enthusiastic staff team are passionate about their work and are led by a strong management team. High quality professional support and supervision is provided for the staff team. The manager monitors staff performance through regular

supervision and appraisals and identifies training and development needs effectively. Staff frequently undertake training to strengthen their already excellent knowledge of the Early Years Foundation Stage. They acknowledge the exceptional support they receive for their personal and professional development. They particularly value training and opportunities to study for the next level in their qualifications. This helps to ensure that the setting has a highly qualified staff team who are eager to provide superb quality of care and learning for children; and are extremely committed to improving their practice.

Well established and highly effective systems scrupulously monitor the effectiveness of the setting and the educational programmes. Self-evaluation is rigorous and extremely well documented, truly reflecting the strengths and weaknesses of the setting. All staff are strongly focused on continually striving to improve and develop all aspects of the setting. Consequently, plans for improvement are precise and meaningful. The management team and staff seeks parents views regularly, inviting them to give them ideas for changes that they would like to see. For example, a canopy has been installed following concern about children becoming wet when playing outdoors. All concerns are logged and swift action is taken by the management team. As a result, the setting is very responsive to the needs of all parents and their children.

The strong relationships with external agencies and parents, means staff assess children's progress accurately and communicate effectively; therefore, allowing them to continue to close any achievement gaps and support individual children. As a result, children's needs are fully met at all times. Parents spoken to during the inspection report that their children are very happy, make exceptional progress and enjoy coming to the setting. Further comments include, 'this is by far the best setting in the area' and 'staff have been fantastic and I don't know where we would be without them'. This means all children and their families are equally supported in this excellent provision.

### 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 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

<b>Unique reference number</b>	EY407514
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	911388
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	24
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Barton Pre-School Nursery
<b>Date of previous inspection</b>	15/06/2011
<b>Telephone number</b>	01772 862 664

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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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