

Barby Pre-School

The Village Hall, Kilsby Road, Barby, RUGBY, Warwickshire, CV23 8TT

Inspection date	03/06/2013
Previous inspection date	02/12/2008

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

- There is an effective key person and buddy system in place that ensures children are well supported when they are new to the setting or when their key person is absent.
- Children's behaviour is very good and they are very aware of what is expected of them in the pre-school. This is because staff consistently implement their procedures for handling children's behaviour.
- All staff employed to work with the children hold a childcare qualification. They have good knowledge and understanding of child development and how young children learn, enabling them to make good progress.
- Children form trusting relationships with staff and other children. This helps them to separate from their parents and settle well on arrival. Children demonstrate confidence and clearly enjoy their time spent in the pre-school environment.

It is not yet outstanding because

- There is scope to improve the sharing of information with parents about their children's next steps in their learning journey record, in order to fully support children's learning at home.
- There is room to extend conversations between staff and children by consistently following the children's lead, in order for them to fully engage with adults and share their experiences from home.

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 playroom and the outdoor area.
- The inspector spoke with the staff at appropriate times throughout the day.
- The inspector conducted joint observations with the pre-school manager.
- The inspector looked at children's records, the self-evaluation document and a selection of policies and procedures.
- The inspector spoke with the children's parents.

Inspector

Hayley Lapworth

Full Report

Information about the setting

Barby Pre-School is a committee run group and is registered on the Early Years Register. It opened in 1992 and operates from the village hall which is situated in the centre of the village in rural south Northamptonshire. The setting is open each weekday during term time from 9.15am to 11.45am, with the session on Mondays, Tuesdays and Thursdays extended to 12.45pm. Children are able to attend for a variety of sessions. All children share access to a fenced area for outdoor play.

There are currently 30 children aged from two to under five years on roll. The pre-school currently supports children with special educational needs and/or disabilities and those who speak English as an additional language. Children attend from Barby and the surrounding area. The pre-school employs five members of staff, all of whom hold appropriate early years qualifications ranging from level 2 to 5. The setting receives support from the local authority. They are an accredited member of the Pre-School Learning Alliance.

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 sharing of information with parents about their children's next steps in their learning, in order to better support their learning at home
- follow children's lead in conversations consistently in order for them to fully engage with adults and share their own experiences.

Inspection judgements

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

Staff are familiar with the Statutory Framework for the Early Years Foundation Stage and the progress check at age two. They provide written summaries for parents to inform the Healthy Child Programme, including all of the prime areas. Staff are also fully aware of the seven areas of learning, they plan activities to incorporate experiences across all areas. For example, to promote children's development in their understanding of the world around them, staff provide opportunities for children to participate in celebrating festivals such as Diwali. In order to progress in their personal, social and emotional development, staff encourage them to be involved in making lots of decisions for themselves. For example, they decide what they would like to play with from a selection of low storage

containers. They also decide who they want to play with and when they would like to go to the snack table for refreshments.

Each child has a key person and a buddy key person who are responsible for monitoring their progress. These key persons undertake observations of the children's learning. They assess their current stage of development and identify where they may need additional support. This information is then effectively used to plan for their next stages in their learning journey. Therefore, children are making good progress in their learning and development.

The learning environment is prepared prior to the arrival of the children and resources are well-deployed. The staff monitor children's engagement in the activities and support them to become involved in the activities, for example, by inviting them to participate in playing in the 'gloop' or in a game of picture lotto. Therefore, they are continually stimulated and involved in activities, which capture their interest and support their learning. Space is well organised which allows children to play and eat together, the free flow system encourages children to play in their preferred environment. These developing skills help support children's readiness for school.

Children's language and communication skills are being generally well-supported. This is because the staff act as good role models by speaking in well-structured sentences appropriate to children's age and level of understanding. During activities staff introduce new, less familiar words to them. For example, as children are playing with the 'gloop' cornflour and water mixture, staff talk to them about 'the hole disappearing' as the 'gloop' covers the bottom of the tray. Also, through games, such as, picture lotto, children hear and repeat words, such as dragon fly and armadillo. Children's learning is also enhanced as staff explain about animal's habitats and capabilities. For example, they demonstrate by rotating one hand around their arm how snakes manage to keep themselves up in a tree, by 'winding their bodies around a branch'. Therefore, children's range of vocabulary and knowledge of the world is enhanced. Children are encouraged to converse with their peers and with staff in small groups and on a one-to-one basis. However, at times when the children share their own experiences and lead a conversation, some staff do not consistently respond. Therefore, opportunities to encourage the children to extend their skills in communicating with adults and share their experiences, are not always fully maximised.

Secure arrangements are in place to encourage parents to share information about their child when they first attend. Also on an ongoing basis through a variety of methods, they are encouraged to share their children's achievements. This may be through writing a note to staff in their communication books or putting a comment up on the 'wow' board. Staff also share their observations of children's achievements with parents as they arrive to collect their children. Parents are invited to attend formal progress meetings each term, where staff discuss their children's learning journey records and what they need to do next in order to progress. However, more frequent arrangements to share children's next steps in their learning are not fully maximised. As a result, parents are not consistently informed in order to ensure continuity in their children's learning at home.

Inclusion is effectively addressed as secure arrangements have been established to work

alongside other professionals. Consequently, children with special educational needs and/or disabilities and those who speak English as an additional language are included in the life of the setting and make good progress.

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

All parents, visitors and children are warmly welcomed into the pre-school by the staff team. They encourage parents to share any information about their children's well-being and general health. Therefore, this promotes consistency in the care of the children. Children who are less settled or new to the pre-school are cared for by their key person. They are comforted with a cuddle as they separate from their parents in a warm manner. Consequently, this helps them feel secure and engage in the activities that are on offer. Good settling-in procedures ensure that staff obtain relevant information about parents' wishes, children's preferences and their routines, during short visits. This information is then reviewed on a regular basis to ensure all details are up-to-date. Effective transitional arrangements fully support the children as they move on to other providers or school. For example, in preparation for moving onto school they visit local schools and talk about the next stage in their lives. Therefore, children become familiar with their new surroundings and know what to expect. With parental consent, staff share their knowledge and records of the children's overall development and care needs. This practice successfully promotes consistency for the children.

Children behave very well indeed in the pre-school environment. They are very polite to visitors and demonstrate very good manners. For example, as the inspector walks towards the door to leave the bathroom, children open the door for her to go through, and when they accidentally bump into her they immediately say 'I am sorry'. In the early days staff successfully ensure the children are aware of the boundaries and the consequences of their actions. For example, they explain about not climbing on the furniture and how to play nicely together. Therefore, children are learning the difference between right and wrong and how to keep themselves safe.

Children learn good personal hygiene through consistent routines and discussions about their own self-care. For example, they are encouraged to wash their hands prior to eating snacks and after going to the toilet. They fully understand why they need to wash their hands explaining when asked that 'germs can make my tummy poorly'. Snacks provided by the staff are healthy and nutritious. For example, children enjoy slices of cucumber and chunks of cheese. They help themselves to drinks of milk or water, meeting their own bodies' needs when they are thirsty. Parents are provided with information in the welcome pack about 'good foods' to put into their children's packed lunches. As a result, children are learning how to lead a healthy lifestyle. Access to playing outdoors in the fresh air is regularly featured in this pre-school. Children are encouraged to exercise their bodies on a daily basis, riding on bikes and playing on equipment in the local park. Therefore, they are enhancing their physical skills while having fun.

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

Children are effectively safeguarded. The staff are fully aware of their responsibilities with regard to protecting children from abuse. For example, they are aware of reporting procedures including who they need to contact in the event of a concern about a child in their care. Staff have attended safeguarding training and are aware of the different types of abuse. A safeguarding policy is in place which is shared with parents and reviewed regularly to ensure it includes current legislation. All adults who have regular contact with children are checked and cleared through appropriate vetting procedures. This ensures that children are never left unsupervised with adults that have not been checked. The manager has secure knowledge of current legislation and has introduced policies to support this. For example, they do not allow the use of mobile phones and cameras in the pre-school. In addition posters are displayed to remind all persons spending time in the pre-school of this policy.

There is good capacity to improve outcomes for children and their families. The manager has completed Ofsted's formal self-evaluation document detailing the pre-schools strengths and where they need to improve. Parents are effectively included in this process as they are invited to share their views about the service through a questionnaire. The robust monitoring of the educational programmes ensures the staff are confident in delivering a broad range of experiences that help children make good progress. Actions and recommendations raised at the previous inspection have been successfully addressed. This had had a positive impact on children's safety and continuity of care for the children. The manager is presently undertaking a Bachelor of Arts Honours Degree, she shares her recent research and knowledge with staff to help them improve their practice. This enhances positives outcomes for children. Over half the staff are qualified in delivering first aid treatment. Therefore, they can provide children with appropriate care if they are involved in an accident or they become ill while in the care of the pre-school.

Good partnerships with parents have been established. Information about the pre-school is shared with parents at the onset of care. This is through verbal discussion and the sharing of documents, such as the welcome pack and policies and procedures. Useful information is displayed in a prominent position in the entrance hall. For example, on display is the group's registration document and information for parents about what to do if they wish to make a complaint. Therefore, parents are informed about many aspects of the service. Parents are happy with the service provided. For example, they share that they really appreciate how sensitive the staff are towards their children as they settle into the pre-school. They also appreciate the support offered to them as parents as they separate from their children. Partnerships with other providers where children attend more than one setting at any one time are being developed. As a result, children are provided with continuity in their learning and care.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	219877
Local authority	Northamptonshire
Inspection number	871258
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	25
Number of children on roll	30
Name of provider	Barby Pre-School Committee
Date of previous inspection	02/12/2008
Telephone number	07789428463

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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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