

St Barnabas Pre-School

St. Barnabas Centre, Pilsley Road, Danesmoor, CHESTERFIELD, Derbyshire, S45 9BU

Inspection date	15/05/2013
Previous inspection date	16/05/2011

The quality and standards of the early years provision	This inspection:	1
	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

- The management and staff have excellent knowledge of the learning and development requirements of the Statutory framework of the Early Years Foundation Stage and how to support children learning effectively. As a result, children thrive in this setting where they make rapid progress in all areas of their learning and development.
- The exciting, stimulating and extremely well-organised environment, both indoors and outdoors, ensures that all children make excellent progress towards the early learning goals.
- Children thrive as they are happy and enjoy what they are doing at the pre-school. They form secure bonds and emotional attachments with staff. As a result, they are enthusiastic, confident and eager to learn.
- The staff demonstrate an excellent understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. The thorough implementation of very robust policies and detailed procedures successfully promotes children's safety and well-being.
- Management and staff extensively reflect on their practice and through a detailed and robust self-evaluation process they lead the drive to continuously improve quality for all who use the setting.
- Children are very well supported by the excellent partnerships that have been formed with other professionals.

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 the staff engage in a range of indoor and outdoor learning activities, play and daily care routines with the children.
- The inspector supplemented all observations with pertinent questions.
- The inspector held discussions with the management, staff and children.
- The inspector looked at samples of children's assessment records, planning documentation, the pre-school's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Yvonne Layton

Full Report

Information about the setting

St. Barnabas Pre-School opened in 1974 and is managed by a board of trustees. The pre-school is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the St. Barnabas community centre in Danesmoor, Derbyshire. The pre-school serves the local area and is accessible to all children. It operates from designated rooms within the centre and there is a fully enclosed area available for outdoor play.

The pre-school employs 15 members of child care staff. Of these, 12 hold appropriate early years qualifications at level 2, level 3, level 4 and level 5. The pre-school opens term time from Monday to Friday. Sessions are from 8.30am until 4pm. They offer holiday care for children aged two to eight years depending on needs. Children attend for a variety of sessions. There are currently 59 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It works closely with the local children's centre and is a designated childcare provider.

What the setting needs to do to improve further

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

- consider enhancing further children's already excellent understanding of the natural world by, for example, providing a digging area outside to extend their exploration experiences.

Inspection judgements

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

Children thrive and are well motivated to learn in this extremely high-quality pre-school. The staff have excellent skills and knowledge of the learning and development requirements and a first-rate understanding of how children learn. The exciting, stimulating and extremely well-organised environment, both inside and outside, ensures that all children make rapid progress towards the early learning goals. As a result, the outstanding quality of teaching children are extremely well-prepared for their future learning and entry into school. Children are well motivated, eager to learn and consistently demonstrate the characteristics of effective learning.

Highly effective and rigorous procedures are in place to observe, assess and plan for children's individual progress. All children have access to a highly motivating environment

where the staff ensure all seven areas of learning are exceptionally well covered. There is an excellent focus on the prime areas of learning with a very good regard given to the specific areas of learning. As a result, all children make exemplary progress given their starting points and capabilities. Very comprehensive and regular progress summaries and reports for parents, including the progress check at age two, make sure children's development is well-recognised. The staff are highly knowledgeable about each child's stage of development. Children's learning is enhanced as the staff have a very high level of understanding of promoting children's interests and ideas. The environment is highly engaging and contains quality resources, which superbly promotes children's learning through a wide range of learning experiences.

Children's language and communication is fostered exceedingly well throughout the setting. The staff are extremely skilled in using open-ended questions with the children, so that they are able to very effectively use their thinking skills. The pre-school incorporates two different sections, which provide specific well-planned and resourced areas for children aged two years and for children from three to pre-school. The two-year-olds room, the 'nurture room,' is highly focused on developing the youngest children's confidence, communication and language and the very high quality interactions reflect this. For example, staff extend children's communication and reasoning skills during a spontaneous brick building activity by using very expressive language. Their learning is expertly extended as staff ask questions and give the children time to consider and think about their answers, such as asking 'Who lives in your house?' For older children, staff are very enthusiastic and expressive and they use props and extend activities superbly. During a group circle time, to link with a topic about caring for their teeth, staff use a crocodile puppet to promote the subject. Within this, the children embark on a major adventure when the crocodile has to go to the dentist. Children use their imagination as the adventure turns into a car ride and they put on their seat belts. They readily relate the reasons why and sing action rhymes as the car goes faster on the motorway and then goes slowly when in traffic. This teaching strategy promotes children's memory, recall and extends their language skills. In addition, their learning is extended as the majority of the areas of learning are covered during such activities.

Children's skills in early reading and writing are fully enhanced as there is extensive use of the written word throughout the pre-school. This is supported by photographs and pictures, which enable the children to associate words with pictures. For example, for snack sequence cards are displayed so that each child can relate what to do and therefore, be totally self-sufficient. Children are expertly encouraged to develop their early writing skills. For example, a child's interest in making a card is extended as the children make letters and envelopes and post them in a post box they have created. They expertly cut out the shapes and use sticky tape to make the envelopes and their own designs on the cards and letters. To engage the less eager children staff encourage them to write to their favourite super hero, which results in them becoming enthralled in the task.

The staff provide high quality opportunities for children to be creative in both planned and spontaneous activities. During planned activities children freely express themselves as they use an extensive range of art and craft resources. In a spontaneous activity staff support them to collect water that has gathered on outside play equipment and from puddles. They compare colour of the muddy water and use words, such as 'chocolate' as

they collect it from the bottom of the puddles. Children very successfully learn about nature through activities and outings. The staff provide excellent guidance to all children as they learn about growing plants by planting seeds and caring for them in the garden. They use their senses as they create a herb garden. Children are involved in a community project to plant trees and their learning is extended as they talk to the tree specialist about the care of the trees. In addition, children become part of the community as they are involved in a community project for planting and growing vegetables. There is scope to allow children to further extend their exploration as there is not an area outside where they can freely dig and investigate what is in the soil.

Children learn about animals as they visit a local farm and enjoy animals being brought into the pre-school, including reptiles and spiders. Outings into and from the local community enhance their understanding about the world. This includes the vicar who regularly comes in to the pre-school and parents who share their culture and celebrations. Staff support children fully to gain a love of books, for example, children sit and skilfully tell staff and other children stories. In addition, they have regular access to the mobile library and an extensive range of book in a comfortable quiet area. This successfully enhances their literacy skills.

An excellent range of resources and staff's very good teaching ability ensures children can fully extend their future skills. For example, older children take photographs readily and undertake detailed experiments. These experiments are added to and continued to extend children's learning and interest. For example, an Easter experiment includes putting boiled eggs in vinegar to assess what happens. This is extended as the children carry out further experiments, such as making chalk, putting celery in different coloured water and glue and colour impressions.

Staff gain a good understanding of children's interests and starting points and use this information to provide experiences that allow them to excel in their learning. The pre-school has developed excellent links with other settings the children attend. They attend meetings and share detailed written information about children's development and progress with the agreement of parents. Children are very well-prepared for school as the staff actively promote independence and group skills. For example, they learn to sit and listen attentively at circle time. The very close links with the local school ensures children are well prepared for entry into school. This includes school staff visiting the children in the pre-school. The staff and children hold detailed discussions about what to expect from school to reassure and prepare them. Therefore, good transitions are assured.

Children's learning at home and links with parents are excellent. Parents are encouraged to complete home observations in which they and staff share children's learning and development. This is enhanced further by family activity days, such as dad and granddad days, where staff support adults in undertaking activities with the children. In addition, parents are supported to extend children's communication and language with ideas for activities and resources, including, sound boxes.

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

Children are fully supported in the transition from home to pre-school. They are encouraged to attend for settling-in sessions with parents then alone to meet the needs of the child to become familiar with the environment, children and staff. Staff gain an exceptional understanding of children's individual preferences and interests, they use this to provide tailor made experiences that allow them to flourish in the pre-school. All children are very well-prepared emotionally for any changes and transitions in their lives, which ensure they are secure and confident when they move to the next stage of their learning or to school.

Extremely caring relationships and superior attachments ensure children are very secure, happy and fully confident in this superbly friendly, welcoming pre-school. Children thrive and thoroughly enjoy the extensive experiences offered as the staff know them exceptionally well. Children readily approach them for cuddles, hold animated discussions and are very secure in their care. For example, children eagerly share their drawings, explaining fully what is happening in them. Each child is matched with their key person when a bond has been formed. Key person groups are named after a colour and there is 'colour time' with all of the children. This time includes discussions about any events in their lives and they talk about anything they wish. Ideas for activities are also shared and acted upon by staff. Therefore, the staff can meet their care and learning needs highly effectively. Children are given the confidence to explore and become involved as the staff superbly nurtures and encourages them.

Children are extremely valued and respected. Their work is highly praised and used to extend activities, for example, items children have made with recycled material are used to create a town on a road mat. Therefore, children are building their self-esteem and in addition, learn about recycling. The staff build respectful and caring relationships with all the children and their families. They offer clear explanations to children in everything they do. Children learn about other cultures and people through exciting and extensive planned and spontaneous discussion and activities.

Children are involved in decisions, make choices about what they do and as a result, are actively engaged and engrossed in their play. The staff ensure that resources are plentiful, which helps to minimise any potential conflict. They expertly engage children to resolve any disputes they may have together and to consider why some behaviour is unacceptable. In addition, clear routines and boundaries that are sensitively, yet consistently implemented mean that children behave extremely well. The staff are expert at promoting children's self-esteem by using positive behaviour management and high praise and encouragement for kindness, sharing and supporting each other. Children, respond well to the 'tidy away' routine as staff suggest they ask an adult about jobs that need to be done. In addition, tidying away is made into an occasion as a wide range of different genres of music is used during the process. Therefore, children are learning about being part of a group and acquiring social skills.

Children's health and well-being are given high priority. They enjoy a wealth of nutritious snacks and meals. Snacks are self-service and children are actively involved in preparing their own. They learn about portion control through picture guides. Individual dietary needs are known by all staff. Robust procedures are in place to ensure that children are provided with snacks containing appropriate ingredients that meet their individual

requirements. Children learn about the need for healthy food by spontaneous discussions and activities. For example, stories, such as 'The Hungry Caterpillar' with props, are used to promote healthy eating. Physical skills and children's well-being are superbly supported as they have extremely good daily access to well-considered and stimulating outdoor activities. Children access outdoors in all weather, except for very severe conditions. In addition, indoor activities extend children's physical skills, including balloon sessions and both energetic and relaxed music and movement sessions. Younger children's physical skills are extended and they have fun as they balance beanbag frogs on their heads and roll small balls to each other. Children gain awareness of how their bodies work. For example, after a visit from a dentist, children enjoy dentist surgery role play with a cleverly devised dentist chair, 'instruments' and props, such as a large set of teeth. Their learning is extended as staff become their patients. Children's safety and independence is extremely effectively supported as all children can take measured risks safely including using tools, scissors, and knives for cutting their own fruit. The staff teach them how to keep themselves safe as they talk about road safety and personal safety, alongside visits from the police and the crossing patrol officer.

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

The management and staff team have an outstanding knowledge of the learning and development aspects of the Statutory framework of the Early Years Foundation Stage. They use this knowledge effectively and consistently to support children in their learning and development. Key persons create daily planning 'timetables', which are highly individualised. They focus on children's ideas, activities they have enjoyed and have achieved a good learning experience from. They highlight individual children's learning and development steps and identify areas for progress. These are created after each session and the staff use them as a focus for the next day's activities. Therefore, children's enjoyment, development and next steps in their learning are given the utmost priority.

Leadership is inspirational and the robust process of self-evaluation is well documented. It highlights the strong emphasis on maintaining high levels of achievement for all children and focuses on gaining the voice of the child and the parent. For example, each month a policy is displayed and parents are requested to share their anonymous comments. Staff and management are extremely proactive in their reflection and evaluation of their practice and all aspects of the pre-school. Strengths and weaknesses are clearly identified and targeted plans are in place to secure continuous improvement. High quality systems for professional supervisions are in place based on staff appraisals, staff meetings and discussions during one-to-one meetings with the manager. Opportunities for staff's professional development is innovative, for example, to make sure children's communication and language is enhanced two staff have attended specialist training.

Safeguarding is outstanding because the safeguarding and welfare requirements are fully understood by the management team and all the staff. This means that children are well protected in the pre-school. Staff complete safeguarding training and are well informed about child protection procedures and who to contact should they have a safeguarding concern. Excellent systems are in place, which enhances safeguarding practice. For

example, policies are discussed at monthly staff meetings. There are strict collection procedures and staff sign in and out to make sure adult to children ratios are well-maintained. There are stringent procedures in place when selecting and recruiting new members of staff, and to make sure staff are and remain suitable for their role. The management maintain a record of identity and vetting processes that have been completed. These include enhanced disclosures issued by the Enhanced Criminal Records checks and Barred list checks for all adults who have regular contact with the children. There is also an effective procedure that requires all staff to disclose any changes in their suitability status. The staff team are very well-established and include regular staff that are employed at lunchtime and for staff cover.

Children's welfare is superbly assured as the management and staff are highly alert to their responsibility in supervising children to ensure children are kept safe and secure. Any visitors to the setting, such as workmen, are strictly supervised if they have to be there when the pre-school is open. There are stringent safeguarding policies and procedures in place, such as for mobile phones and the use of laptops, which are robustly enforced. All visitors have to read and agree to the policies before they enter the pre-school and staff challenge any use of mobile phones and laptops. Children are further protected as the management deploy staff effectively and maintain high ratios of adults to children. This also ensures children gain an individualised experience, which reflects on the excellent progress children make in their learning and development.

The management and staff team are very motivated to offer excellent levels of care to children and families. As a result, children's care, learning and development are significantly enhanced. Parents are kept well-informed about all policies, procedures, events and related information, through regular newsletters and the parents' notice board. The management and staff team are exceptionally motivated to offer excellent two-way sharing of written and verbal information, which enhances parents' experience and extends children's care and learning. Partnerships with other professionals are highly effective. Children are very well supported by the excellent partnerships that have been formed with the local children's centre. This ensures appropriate support can be implemented ensuring children's individual needs are exceptionally well met.

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

Unique reference number	206864
Local authority	Derbyshire
Inspection number	918846
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 17
Total number of places	34
Number of children on roll	59
Name of provider	St Barnabas Pre - School Committee
Date of previous inspection	16/05/2011
Telephone number	01246 251 351

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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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