

St Barnabas Pre-School

St. Barnabas Hall, St. Barnabas Road, Sutton, Surrey, SM1 4NS

Inspection date	21/05/2013
Previous inspection date	15/10/2009

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

- Staff take good steps to make sure children are kept safe.
- Children are confident and engrossed in their learning throughout the day and make good progress in all areas of learning from their individual starting points.
- Effective partnerships with parents mean that there is a united approach to meeting individual children's needs, extending their learning and helping them to make good progress.
- The management has a clear vision for the pre-school and endeavours to improve practice through training.

It is not yet outstanding because

- Staff do not always make the most of opportunities to develop children's early writing skills.
- Staff do not use the outdoor area fully effectively to help children's early reading skills.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector had discussions with both managers.
- The inspector observed children at play.
- The inspector looked at documentation, including policies, children's records and the nursery's self evaluation form.
- The inspector sought the views of parents of children who attend the nursery.

Inspector

Nadia Mahabir

Full Report

Information about the setting

St Barnabas Pre-school registered in 1990 and operates from St Barnabas Church Hall in Sutton. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children have access to two large halls and have direct access to an enclosed outdoor area. The pre-school opens each weekday during term time from 9.05am to 2.50pm on Monday, Tuesday and Thursday. There are extended sessions on a Wednesday and Friday from 9.05am to 4.05pm. The pre-school is in receipt of funding for the provision of free early education to children aged two, three and four years. There are currently 53 children on roll. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language. A total of fourteen staff work directly with the children; of these thirteen hold relevant early years qualifications.

What the setting needs to do to improve further

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

- develop the educational programme for literacy further to help children learn more about the value of words, and provide more opportunities for children to practise their early writing skills in practical situations

Inspection judgements

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

Children thoroughly enjoy attending this pre-school which provides them with a welcoming, vibrant and stimulating environment to learn through play. The indoor environment contains resources which are appropriate, well maintained and accessible for all children. As a result, children are able to find the equipment they require and make independent choices from the wide selection available. Children are making good progress in their learning and development as staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They work well as a team to provide children with a programme of education that covers all required areas, although the programme for literacy has some weaker elements which has some impact on children's learning in that area.

Children are motivated and eager to learn. They join in activities with enthusiasm and clearly enjoy their time in the pre-school. Staff encourage children to steer their own learning by allowing them to choose their own activities and helping them to extend and develop their ideas. Children demonstrate a strong interest in mathematics and staff are

skilled at promoting and challenging their skills throughout the day. Children often refer to objects by size and shape and regularly count. Staff take opportunities to encourage children to count and calculate through planned activities and as they play.

Staff interact closely with children in their play while also allowing them opportunities to explore on their own or to play with their friends. The staff team respectfully listen to children and ask questions that challenge and extend their learning during adult-led activities, free play and daily routines. As a result, children are confident and skilled in their language and communication skills. Children look at, and read, a wide range of books as they use the comfortable book corners independently. They also enjoy sitting with staff while they read stories. Older children are beginning to link sounds to letters; some are naming and sounding the letters of the alphabet, gaining skills that will be useful when they move on to school. However, in literacy, children have fewer opportunities to practise early writing skills in their pretend play. Staff do not make full use of the outdoor environment to support children's growing understanding of the value of words in practical ways. During planned activities, children receive clear guidance to take turns at answering questions when they sit in groups. This fosters their ability to concentrate in readiness for school. Children give meaning to marks as they draw and paint. They develop some pre-writing skills through copying patterns and staff encourage them to write their names.

Staff have high expectations of all children because they find out about what children can do before they start at the pre-school in order to plan for children's learning needs. Regular and insightful observations of children at play help staff make ongoing assessments of their progress. This enables staff to plan a variety of interesting and challenging activities which cover all areas of learning. Parents contribute to their child's assessment to share what they have observed their child can do at home. This enables staff to focus and plan for children's individual interests and the next steps for their learning. Staff give good priority to the prime areas of learning with children under three. They use a summary form to complete the Early Years Foundation Stage progress check at age two and include parents in the assessment. This means staff are able to identify when early intervention may be needed to ensure that children receive the appropriate support.

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

Children are extremely confident and demonstrate a strong sense of belonging within the friendly pre-school which provides exciting indoor and outdoor environments. They settle quickly into their routines and build close bonds with their key person and staff team, who treat them with care and respect. Successful implementation of the key person system ensures children feel safe and secure in the setting. Children explore all areas confidently and independently, accessing toys of their choice from the very wide range available. Children have good opportunities to develop an awareness of diversity, as they play with figures, dolls and books that reflect positive images. Staff plan activities related to festivals that help children learn about different cultural celebrations.

Outdoor play areas are used throughout the day and promote all areas of learning.

Therefore, children can be active in their play and learning. Children enjoy energetic and active play in the garden. They develop their good physical skills and coordination as they climb and balance on the beams and enjoy the space to run. They use small ride-on toys confidently building up their leg muscles and ride on bikes and scooters. Care routines are carried out well. Staff accompany the children to and from the toilets in the hall way and talk to children about why it is important to follow appropriate hygiene practice. The environment is clean and well-maintained, and the provision inside and outdoors is effectively risk assessed. This ensures that the children can explore the environment safely. Children also learn how to keep themselves safe with gentle reminders from staff, such as talking about why running indoors could result in hurting themselves or another child.

Children are supported in their social skills so they learn how to play together and build friendships. Staff ensure all children are involved in shared activities, helping children to include one another in their play. Staff praise the children and reinforce the kindness they have shown to each other. They provide clear guidance for children about what is acceptable behaviour, speaking to them appropriate and, due to this, children behave well and are kind and caring towards one another. Transitions are managed effectively in the provision because staff prepare children well in a variety of ways. For example, they share books about school, and they talk to them about the changes. They enable teachers from neighbouring schools to visit the pre-school to talk to children before they move. This aids the children's moves into primary school and provides a valuable opportunity for children to meet their future teachers in an environment where they feel comfortable.

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

The management and staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. Staff are well deployed which helps to ensure that children are safe and supervised. Effective risk assessment processes are in place and management are proactive in taking appropriate action to minimise potential hazards to children. Staff demonstrate a clear understanding of safeguarding issues and the reporting procedures that should be followed. All staff have current certificates in paediatric first aid to enable them to further promote children's welfare in the case of an emergency. Effective recruitment and vetting procedures are in place. As a result of comprehensive induction to the nursery, staff are fully aware of their roles and responsibilities in keeping children safe. They implement policies appropriately, such as those for not smoking and behaviour management. Consequently, children are safe and their welfare well promoted.

The management and staff make sure that the learning and development requirements are promoted effectively for children, through monitoring how the staff support children with their learning and development. This includes how observations are implemented, and the types of questioning staff use to support children. Through self-evaluation, liaison with local authority development workers, staff meetings, progress reviews and continuous training programmes, the staff team develop and address priorities for

improvement. All practitioners work extremely well as a team, keeping each other informed, and share changing information about their key children and any achievements or concerns. The management team effectively support staff. Staff have monthly supervision which is used to identify strengths, areas for development and training needs. The managers recognise the importance of ongoing professional development.

Staff work well with outside agencies involved in children's care. A good two-way flow of communication ensures children's individual needs are known and met. Regular meetings are held in partnership with parents and external agencies to effectively support children's learning and development. The setting receives ongoing support from the local authority enabling them to identify strengths and areas for improvement. The pre-school builds close working relationships with parents. They are kept fully informed about their children's learning and development through daily verbal feedback and written information. Staff make time to talk to parents at the start and end of each session and discuss individual's recent experiences, progress and achievements. Parents regularly view their children's learning journey records and contribute with ideas and observations from home. Consequently, children's learning and development is effectively shared. The pre-school's mascot is taken home by a chosen 'special helper of the day' and parents contribute to the diary with lots of photos and a written record of the visit. Children also contribute with their writing and drawings. Parents spoken to at the time of the inspection felt that their children were making good progress. Children have a voice by making choices about what they wish to do, and they are effectively supported in carrying out the tasks chosen. Parents find the staff welcoming and helpful, so that their children thoroughly enjoy their pre-school experience.

The Childcare Register

The requirements for the compulsory 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	139961
Local authority	Sutton
Inspection number	919525
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	50
Number of children on roll	53
Name of provider	Mrs Denise Tuck & Mrs Val Hilton Partnership
Date of previous inspection	15/10/2009
Telephone number	020 8643 1802 Home 020 8644 1174

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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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