

Barton-le-Clay Pre-School

Barton-le-Clay Pre-School, Manor Road, Barton-le-Clay, BEDFORD, MK45 4NS

Inspection date	09/05/2013
Previous inspection date	09/09/2010

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

- Teaching methods are strong because managers and practitioners have a confident understanding of the Statutory framework for the Early Years Foundation Stage. They make practical use of their knowledge in order to promote children's learning through their daily play and structured activities.
- Communication with parents is exceptionally good and this is a key strength of the setting. It contributes to children settling well and being secure and happy. In turn, this supports children in developing a positive attitude to play and learning.
- Thorough assessments of children mean that their needs and interests are recognised. This information is used to plan a wide variety of activities that capture children's interest and encourage them to explore further. Children are, therefore, enthusiastic about their play and their development is promoted well.
- Good interaction and thoughtful procedures mean that children's language, communication and social skills are promoted well. They participate in discussions and are offered activities that develop their understanding of themselves and others.

It is not yet outstanding because

- Opportunities for children to extend their learning by exploring natural resources and the natural world are not fully used, particularly in the outdoor area.
- Children's wider understanding of the relevance of daily healthy lifestyle practices is not promoted to the full.

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 main room and in the outside area.
- The inspector held meetings with the nominated person and both managers and carried out a joint observation with one of the managers.
- The inspector talked with children present.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and through their written feedback to the setting.

Inspector

Kelly Eyre

Full Report

Information about the setting

Barton-le-Clay Pre-School was registered in 2010 on the Early Years Register. It is situated in a purpose built premises within the grounds of Ramsey Manor Lower School in Barton-Le-Clay, Bedfordshire. It is managed by a voluntary management committee. The setting serves the local and neighbouring areas and is accessible to all children. It operates from one main room and there is a fully enclosed area available for outdoor play.

The setting employs nine members of childcare staff. Of these, three hold appropriate early years qualifications at level 2 and five hold qualifications at level 3 or above.

The setting opens Monday to Friday during term time only and sessions are from 9am until 12 noon and from 12.30pm to 3pm, with the option of a lunch club from 12 noon to 12.30pm. Children attend for a variety of sessions. There are currently 64 children attending who are in the early years age group. The setting provides funded early education for three- and four-year-old children. It supports a small number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the opportunities for children to investigate natural materials and the natural world, particularly in the outdoor area
- build on the opportunities for children to increase their awareness of the relevance of healthy lifestyles, with particular reference to the relevance of daily practices.

Inspection judgements

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

Practitioners use teaching techniques that are securely rooted in a thorough understanding of the Statutory framework for the Early Years Foundation Stage. They put this knowledge into practice on a daily basis, helping to ensure that children are happy and are offered activities that support their good progress. This contributes to children feeling secure and developing positive attitudes to play and learning. Practitioners encourage children to develop their own play, giving them time to think and offering support when needed. For example, children playing with dry cereal have time to fill different containers before a practitioner encourages them to compare the volumes of the containers.

Practitioners work very well with parents in order to assess and review children's needs and promote their development. For example, they gather a wide range of information to assess children's starting points, providing them with a clear picture of children's individual needs and developmental stages. This information informs the planning of initial activities and is used to monitor children's progress. The very good communication with parents means that they are encouraged to share updates about their children. For example, they have frequent opportunities to comment on their child's progress summaries, providing information about their interests and activities at home. Parents are also well-supported in promoting their child's learning in the home environment. For example, practitioners provide practical information about child development and give ideas for activities to do at home.

Practitioners observe children and keep a clear record of their current interests. This information is assessed in order to develop children's next steps and is actively used to inform the planning. This means that activities reflect children's individual interests and so capture their attention and stimulate their thinking and imagination. For example, after noting some children enjoying dancing, practitioners plan a 'disco' theme. Children thoroughly enjoy the activities and resources associated with this. For example, they choose which music to play in the 'disco', make a glitter ball and examine pictures depicting different types of dancing, which inspire them to work together to make up their own dances.

Children are supported well in developing the skills to learn effectively. Practitioners demonstrate a positive attitude to learning and encourage children to use the resources to explore and experiment. For example, when children pretend to chop logs with a toy axe, a practitioner suggests using further tools. The children enjoy using the hammers and nails, going on to work out how to use the pliers to remove the nails. However, children are not always offered extended opportunities to explore the natural world and natural resources, particularly outside. For example, they do not consistently have easy access to resources, such as magnifying glasses and gardening implements that would enable them to freely extend their learning even further.

Children are supported well in developing their language and communication skills. Practitioners listen to children and value their contributions. Children who use English as an additional language are well-supported in acquiring new vocabulary and in participating in activities. They are offered additional support when needed and practitioners also make use of simple sign language to aid communication. Children enjoy a wide variety of play opportunities that promote their physical development. For example, they develop their skills in balance and coordination as they use a large construction set to make a platform to walk on. The thoughtful provision of resources means that children are offered a wide range of opportunities to learn about other cultures and ways of life. For example, when playing in the role play clinic, children refer to the photographs of babies from around the world, going on to talk about the climates and traditions in the various countries.

The flexible approach to planning means that children have balanced opportunities to play independently and participate in adult-led activities. This supports them in taking an active role in their learning and in learning to work in a structured environment. They, therefore,

develop skills for use in future life and are well prepared for school. Practitioners use the Development Matters in the Early Years Foundation Stage guidance to check that all children are making good progress. Children's learning is promoted and gently reinforced as practitioners make good use of learning opportunities. For example, at snack time children refer to laminated cards that show numbers and depict and name the different items of food available. Their number recognition and early reading skills are, therefore, promoted as they carefully read 'one breadstick, two pieces of cheese and three pieces of cucumber'.

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

The setting makes efficient use of the key person system to aid communication and support the good partnership working with parents. This helps to ensure that children are settled and form secure relationships with practitioners. Practitioners use their ongoing assessments and monitoring of children to check that children's needs are met and they are making good progress. They ensure that the majority of resources are accessible and encourage children to choose from these and express their preferences. Children, therefore, develop important communication skills and a positive approach to learning, preparing them well for the transition to school.

Children develop a good understanding of appropriate behaviour. Practitioners offer them clear explanations so that they understand how their actions affect others. The promotion of values means that children understand these and are encouraged to use them. For example, they talk about caring for each other and being kind. Children are offered practical opportunities that support them in developing their self-care skills. For example, they help serve their snacks. Children gain a generally good awareness of the importance of healthy lifestyle choices. For example, they take part in the setting's sports day and talk about the effects that running has on the body. However, their understanding of the relevance of daily healthy practices, such as the importance of a healthy diet, is not always promoted to the maximum as part of their daily play and routines. Specific activities support children in building a thorough understanding of safety. For example, visits from the Road Safety Officer help them gain a meaningful understanding of why it is important to use seatbelts.

The setting's thoughtful procedures support new children in settling well. For example, key persons obtain information from parents about their child's needs, abilities and preferences. They use this information to inform the initial planning of activities and resources. Children, therefore, feel comforted and welcome when they see favourite toys at the start of a session. Children's transitions within the setting are well-supported as they play in mixed age groups throughout the session. This means that they have meaningful opportunities to learn from each other and develop the social skills that support their learning and interactions.

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

Managers set high standards for the setting. They make sure that practitioners are supported in all areas of their work, for example, through frequent supervision sessions. Managers' thorough monitoring of practitioners' performance means that they support them well in developing their practice. For example, the annual appraisal system is used to review training needs and to support practitioners in attaining higher qualifications. All practitioners and the voluntary management committee work well together. This creates a positive environment as all feel supported and have a good understanding of the roles and responsibilities of others. It also supports them in continuously reviewing the setting's procedures to ensure that they are meeting the requirements of the Statutory framework for the Early Years Foundation Stage. The setting's comprehensive self-evaluation covers all areas of their work and includes the views of children and parents. This supports them in obtaining a thorough overview of the setting's strengths and weaknesses. They then develop action plans that lead to improvements in the provision for children. For example, recent changes include the introduction of a 'Wow board'. This is used to highlight children's achievements, therefore, promoting their self-esteem.

Managers monitor children's records and check that they are offered a wide range of activities that support their good progress towards the early learning goals. Practitioners are experienced in liaising with other professionals in order to support children and their families. There are also good procedures for sharing information with other providers. For example, practitioners meet with childminders to share assessment information and ensure they are working together to promote children's development. The very good partnerships with parents mean that they are kept well-informed of their child's progress and activities. For example, practitioners complete 'bubble sheets' that detail what children have been doing each day.

Children's welfare is promoted well because arrangements for safeguarding are thorough. Practitioners have attended relevant training and have a good understanding of the process to follow should they have any concerns about a child. There are robust procedures to ensure that all practitioners are suitable to work with children. Children are supervised at all times and there are clear procedures to ensure that this covers all areas of the setting, including the toilets and outdoor areas. These procedures also ensure that correct staff ratios are maintained. There are thorough processes in place to ensure that children are always supervised at lunch and snack times. Their dietary requirements and any allergies are clearly noted and respected at all times. An accurate record is kept of all accidents. Parents are notified of these and the accident record is reviewed frequently. Comprehensive risk assessments and daily safety checks ensure that the setting is safe and secure. This means that children enjoy their time and have a positive childcare experience that forms a good platform for their future learning.

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	EY406810
Local authority	Central Bedfordshire
Inspection number	912993
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	32
Number of children on roll	64
Name of provider	Barton-le-Clay Pre-School Committee
Date of previous inspection	09/09/2010
Telephone number	07969 744 771

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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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Piccadilly Gate
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T: 0300 123 4234
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