

Barnston Buddies

Barnston Primary School, Sandham Grove Barnston, Wirral, Merseyside, CH60 1XW

Inspection date	03/07/2013
Previous inspection date	12/04/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
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

- Relationships with the adjacent school are strong and so children are well supported in making the transition from nursery to school.
- Managers monitor the progress children are making and analyse the information to identify and address any possible gaps in their learning.
- Children are confident communicators who enjoy sharing their thoughts and ideas with staff, consequently, staff get to know them very well.
- Children with special educational needs and/or disabilities are very well supported in their care and learning and make good progress.

It is not yet outstanding because

- Some children who speak English as an additional language are not supported effectively to practice their home language in play.
- There is scope to enhance the very good levels of independence children develop further, by offering them a knife to use with their fork for them to use at lunch time.

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 looked at relevant documentation, including planning, observations and assessment records. She also looked at a range of policies, including information used to assess the suitability of staff, staff rotas, attendance registers and the setting's self-evaluation.
- The inspector observed activities and care practices in both playrooms and within the outside play area. She conducted joint observations with the manager, looking at the practice of staff.
- The inspector spoke with the children and staff from each room. She also held a meeting with the manager.
- The inspector also took into account the views of parents and carers spoken to during the inspection and read their comments in children's learning records.

Inspector

Valerie Aspinall

Full Report

Information about the setting

Barnston Buddies is privately owned and managed day care and out of school club. It was registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register in 2004. It operates from a purpose-built unit consisting of three rooms within the grounds of Barnston Primary School in Wirral, Merseyside. Children have access to an enclosed outdoor play area. The setting serves children from the local community. The setting employs 11 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3. The manager and one staff member hold Early Years Professional Status.

The pre-school provision operates for 50 weeks of the year, Monday to Friday from 9.15am to 3.15pm and the out of school provision operates from 8am to 9am and 3.15pm to 6pm during term time. The holiday play scheme is open from 8am to 6pm during the school holidays. Children attend for a variety of sessions. There are currently 311 children on roll of these 73 are within the early years age range. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and also supports children with special educational needs and/or disabilities. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the current good practice in supporting children who speak English as an additional language by promoting and celebrating all children's home language
- offer children knives to use at lunch times so that they can develop even better self-help skills.

Inspection judgements

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

Staff know children exceptionally well. They gather information from parents and carers about their children's needs, abilities and interests when they start at the setting and throughout their time there, through detailed 'All about me' documents and home link

books. Staff observe their key children daily throughout the sessions. They effectively use this knowledge, together with their very good understanding of the Early Years Foundation Stage, to plan a range of stimulating and challenging experiences which actively promote children's learning in all areas. Parents and carers are encouraged to continue children's learning at home with home link books containing information about activities that children have been involved in at pre-school. In addition, parents are invited to play sessions throughout the year, to see first-hand how their children are making progress. Parents and carers contribute to the assessment and planning process through their comments in children's termly reviews, informal chats with staff and pre-arranged parent evenings.

Staff interact especially well with the children during the sessions and take many opportunities to ask them open-ended questions to extend their thinking and understanding. For example, during a large group story time, staff ask 'Can moles see very well?' and 'What do you think owls eat?' This helps children extend their vocabulary and learn about the wider world. All children make good progress in their learning and development from their individual starting points. Where children are recognised as requiring additional support, adults work with parents and other professionals to make sure each child's individual needs are met and develop individual educational plans. Consequently, children who have special educational needs and/or disabilities make good progress in their learning. However, there are minor weaknesses in celebrating the home language of children who speak English as an additional language.

While staff support some children who speak English as an additional language well, this is not always consistent. As a result, a small number of children have less opportunity to use their home language in play. The staff speak frequently with teachers at the school and work together closely. Photographs of reception class teachers are displayed in the setting, to help prepare children for school and joint activities are arranged to support children's transitions, such as assemblies and sports day. As a result, they are very well prepared to move on.

Children become highly involved in their play; they are motivated and very interested in the planned activities. For example, children are highly enthusiastic and motivated during a letter recognition activity. Children are very adept at recognising the initial letters of words and so staff extend this by asking them to go and find objects in the room that begin with specific letters. Children enjoy hunting for objects and are effectively challenged in their learning. Children freely access books during the sessions. Children sing rhymes and songs with obvious pleasure and enjoyment, joining in with actions enthusiastically. Children's physical development is supported very well and they move around the playroom and outside play area with good control and confidence. Frequent opportunities are taken to extend physical skills as children freely access the outdoor play area with where they can be active and benefit from exercise in the fresh air. Specialist teachers offer 'Multi skills' training were all children enjoy developing their physical skills. Children listen to instructions carefully and cooperate when they take turns to race, find a space to move like an elephant and develop their ball skills. They handle tools skilfully, such as scissors in the creative area and when playing in the sand and water trays. However, there is scope to develop this further, by giving children a knife to use at meal times, rather than just a fork. Children form strong friendships and enjoy activities in small and larger groups, as well as playing alone. They behave well, share willingly and take

turns, for example, children wait patiently for their turn to serve themselves at lunch time.

Children develop a good understanding of mathematics through play activities and during daily routines. Smiley faces depicting how many children can safely play in an area are on display. Children confidently sing number rhymes while they make 'current buns' with the play dough. They roll play dough in to different sized balls and count them and count the candles on their 'cakes'. Children have free access to a computer and resources, such as a smart board which help to develop their awareness and understanding of technology. Children dance and sing with great pleasure and enthusiasm to music and engage in pretend play which helps to foster their imaginations and creativity.

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

The very effective key person system ensures that children are supported well and develop confidence in the setting. Children form very strong bonds and attachments with the adults who care for them and with each other. They greatly enjoy exploring the garden; they develop their large muscle skills as they run around and play outside. The range of resources available, allow children to take measured risks, supported by staff and so they learn to persist with challenging activities. Children have many opportunities to make choices throughout the sessions. They benefit from the very good range of quality toys and resources that are freely available to them, both inside and outdoors. Children have healthy snacks and develop independence in their personal hygiene and self-help skills. They wash their hands before snack and independently find tissues to wipe their nose.

New children are offered flexible settling in sessions and receive comprehensive information about the setting in advance of enrolment. For example, welcome packs have photographs of all the staff and key people and a detailed visual account of the routine of the day. The setting has published a guide to healthy lunch boxes for new parents and gives them the option to choose milk enriched with fluoride for their children. Detailed enrolment information collected includes individual care needs, likes, dislikes and development milestones. As a result, staff get to know children quickly and swiftly plan to help them make progress. Children who attend more than one setting are well supported because home link books are shared with parents and other settings.

Staff are positive role models for the children. They treat them with care and respect, and calmly reinforce appropriate boundaries within the setting that ensure children are safe and well cared for. Consequently, children are well-behaved and the atmosphere is calm and productive. Younger children know when it's time to help tidy up, because staff play a familiar tidy up song. Children are aware of how to care for themselves and each other and learn skills to keep themselves safe. For example, a child asks for her inhaler as she knows when she needs it and others go to find their friends who have not yet had a carton of milk. The nursery has established very effective and strong links with the school that children move on to in order to support children in their transition to school. Children and their prospective teachers visit each other prior to the new school term to get to know each other. In addition, children mix with their older siblings and friends during the breakfast and afterschool sessions and during holiday club activities. As a result, children

are very well prepared for the transition to reception class.

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

Children are safeguarded very well as all staff have undergone the necessary checks to make sure that they are suitable to work with children. The setting has appropriate policies and systems in place to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. Staff have a good understanding of safeguarding procedures and a clear knowledge of how to report concerns appropriately. The inspection took place following notification of an accident to a child in the outdoor area. The inspection found that staff took all the necessary steps, giving appropriate first aid and informing parents and the relevant authorities. The manager reviewed the risk assessment for the outdoor area and found that no changes were required. Children were appropriately supervised and the outdoor area, while challenging, does not pose unacceptable risks. Regular risk assessments are completed for the premises, resources and outings, which helps to monitor the safety of the environment.

Staff have a very secure knowledge of the learning and development requirements, which enables them to support children in making good progress in their learning. Children's achievements are tracked against the early learning goals to monitor their progress. The manager collates tracking data to identify if any particular groups of children have gaps in their learning so that appropriate interventions can be planned. Effective observation and planning strategies mean that staff work consistently to meet the needs and interests of the children. Strong partnerships with parents contribute to a coordinated approach to children's care and learning. Policies and procedures are thorough and support staff very well in providing a very welcoming and highly stimulating environment for all children.

The manager of the setting sets very high aspirations for quality and is actively working to develop this further. Priorities for improvement are identified through consultation with parents, children and staff. There are effective recruitment and induction procedures. Staff performance is monitored through individual review meetings, regular staff meetings, peer observations of practice and frequent informal discussions. This means that staff are able to frequently check on the progress that children are making. Staff feel well supported and their professional development is important. The manager is aware of the impact of supporting professional development and, as a result, all staff have a training plan in place and regularly update their knowledge.

Information regarding the setting's policies, procedures and activities offered are shared with parents in a variety of ways, including a newsletter, participation in planned play sessions, home link books and daily discussions. Parents fill in 'wow stars' at home, detailing the positive experiences children have and these are shared and displayed in the setting. Information is shared with other providers on a regular basis, which enables all people involved with the child to note their interests, needs and development, and effectively promote continuity of care and learning. The nursery has established very good relationships with other professionals, such as the reception class teacher, which

effectively supports children's transitions to school. As a result, children develop confidence and independence and are very well prepared for moving on.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	EY288750
Local authority	Wirral
Inspection number	925767
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	311
Name of provider	Nicola Prance and Gary Prance Partnership
Date of previous inspection	12/04/2011
Telephone number	0151 342 3411

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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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