

# The Barn Pre-School

The Barn Pre-School, Elizabeth Road, Waterloville, PO7 7LZ

<b>Inspection date</b>	03/12/2013
Previous inspection date	30/11/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Children with special educational needs are well supported. There is a trusting relationship with parents and there are well established links with other professionals. Staff have a secure knowledge of the Early Years Foundation stage and use this to provide children with exciting learning opportunities, which cover the seven areas of learning.
- Children really enjoy using the well-equipped outdoor play area that offers versatile and challenging opportunities for learning and physical development.

### It is not yet outstanding because

- Staff interactions do not maximise opportunities to extend learning and promote critical thinking.
- Activities are not always suitably organised to match the needs and stages of development of the younger children. This means that on occasion they quickly lose interest and miss out on learning opportunities.
- Large group activities do not always fully consider the needs and aptitudes of all children. This means that sometimes, children are not fully engaged or able to contribute in a way which is of value to them.

## 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 had a tour of the premise with the deputy manager.
- The inspector observed activities in the play area and during outdoor play.
- The inspector held discussion with the deputy manager, key persons, special educational needs co-ordinator and staff.
- The inspector took account of the views of parents on the day of the inspection.
- The inspector looked at various documents, including policies and procedures, records of children, evidence of the suitability of staff and recruitment procedures.

## Inspector

Jane Franks

## Full report

### Information about the setting

The Barn Pre-School was registered under new ownership in 2008. It is a privately owned provision that operates from a self-contained building that is set back from the road, in Waterlooville Hampshire. Children have use of a main play area and an enclosed garden for outside play. There are no access issues. The provision takes children from the local community and the surrounding area. The setting is registered on the Early Years Register. There are currently 27 children on roll aged from two years to under five years. The pre-school supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The pre-school is open Monday - Friday, 8.55 am - 3.05 pm; children are able to attend all day. The pre-school employs four members of staff, all of which 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:

- strengthen the delivery of large group activities in order that they consistently take into consideration the abilities of children of different ages, in order to support all children's engagement and participation in the activity
  
- allow children enough time to gather their thoughts and respond through gestures or through verbal communication.

### Inspection judgements

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

Children are happy and motivated to learn and on arrival at the pre-school, they become rapidly engrossed in the stimulating resources alongside their peers. Children feel secure with staff and respond to the close contact and positive praise offered. As a result children make good progress in their learning. Staff settle children quickly with their warm approach, forming secure attachment and bonds. As a result children respond positively to their daily routines.

Staff have a good knowledge and understanding of how to promote the learning and development of young children. They observe children during their play and make use of guidance to help track children's development. Staff use information to assess what children know and can do. Every child has a 'Learning Journal' which supports their progress. Staff demonstrate that all children, including those with special educational needs, are progressing well towards the early learning goals. Children enjoy group activities. For example, staff encourage skills of listening and concentration as children

identify different sounds. However adult-led learning opportunities are not fully adapted to meet the individual learning styles of all children. As a result children miss opportunities to extend their learning. The secure key-person system allows a successful engagement with parents and well-targeted strategies, for all children, as a result. This means that the children confidently acquire the key skills needed for the next steps in their learning

Children develop their personal, social and emotional well-being. Children respond to familiar people and can select and use activities and resources independently. They show confidence when asking for adult support and participation. Children enjoy puzzles, actively engaging in learning skills such as shape recognition, for example. Staff support children in understanding of mathematical concepts. For example, children match different size teddies to relevant cards. Children benefit from staff showing a real interest in them and their ideas. Children engage in activities at the craft table, independently selecting resources to create their own art work. However on occasion staff do not ask open questions to extend children's learning and give them time to respond during interaction.

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

Children settle well because relationships throughout the setting are warm and caring. Attention is paid at placement to organising settling-in visits. These support smooth transitions for the child and for their parents or carers. Staff take a sensitive but consistent approach in managing behaviour. They provide good role models with regard to manners. As a result children learn to be independent and show consideration for each other. Key person staff work as a team to identify children's next steps for learning and then use this information to inform future planning.

Staff show good concern for children's safety while allowing them to take risks, for example, children carefully negotiate their way across climbing apparatus. Children enjoy fresh air and exercise in the outdoor play area. They run freely and use physical play equipment, which includes ride on toys, an obstacle course and trampoline. Therefore, children develop their physical skills and their well-being is supported. Children learn about the importance of a healthy diet. Snack time is a sociable occasion where conversation is encouraged. Children pour their own drinks and help themselves to fruit, promoting independence and future life skills. Staff use effective strategies of communication, to ensure all children understand daily routines. Children learn to wash their hands, feed themselves and tend to their own personal needs. This promotes independence and prepares children for their move to school.

Partnerships with parents and other agencies involved with children's care and education are fostered and promote a joined-up approach to meeting children's individual needs. As a result continuity between home and the setting is supported and therefore children progress effectively in their learning as they grow in confidence and self-esteem. Children are supported well in their transition to school. Staff have good working partnerships with feeder schools, for example, teachers are welcomed into the setting. This impacts positively on the older children through their transition period.

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

The manager has a good understanding of the role and responsibility to make sure the learning and development requirements of the Early Years Foundation Stage are covered. She takes positive steps to safeguard children's welfare. Detailed risk assessments and routine safety checks contribute significantly to children's safety and well-being. Procedures for recruitment are robust; they include full vetting of all staff to ensure their suitability.

Staff are clear about their roles and responsibilities to safeguard children and meet their needs. They are familiar with the child protection policy and procedure. They know what to do if concerns arise about children's well-being. Induction systems ensure that staff are clear about their roles and responsibilities. Staff are vigilant about children's safety and supervise children well as they move between the playroom and the outdoor environment.

Well planned systems to identify children's starting points on entry are in place and ensure children's continuing progress. Parents complete detailed 'All about me' documents, which form part of children's individual development records. This helps staff to recognise children's individual needs and plan activities at an appropriate level. Parents confirm they are pleased with the setting and how well their children have developed since attending. They find staff are friendly and helpful and keep them fully informed about their child's progress.

Managers ensure supervision is embedded into the ethos of the pre-school. They have a strong passion to provide high quality care for children. Annual appraisals and meetings take place to monitor training needs and to ensure the quality of provision. This has led to improvements in children's welfare, learning and development. There are systems in place for self-evaluation that work well in identifying and acting on areas for development. Recommendations made at the last inspection have been addressed successfully. For example, policies have been reviewed and updated to reflect current legislation.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY387984
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	945406
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Mandy Farmer
<b>Date of previous inspection</b>	30/11/2009
<b>Telephone number</b>	07870634805

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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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