

# Barrowford Pre-School Nursery Ltd

Wilton Street, Barrowford, Nelson, Lancashire, BB9 8PU

<b>Inspection date</b>	14/03/2014
Previous inspection date	26/03/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	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 leadership team is inspirational which results in all practitioners being totally committed to providing a highly stimulating and exciting learning environment, both indoors and outdoors. This means children have fantastic opportunities to develop to their full potential.
- Exceptionally robust systems for observation, planning and assessments are in place. Teaching highly motivates children and all practitioners work hard to provide a dynamic range of challenging age and stage appropriate activities that are expertly linked to children's interests.
- Children are exceptionally supported by warm and caring staff which fosters their well-being. This provides all children with a strong foundation to enable them to be highly motivated and consistently demonstrate the characteristics of effective learning.
- All children benefit from the excellent partnerships between the nursery staff and their parents and or carers. This means children's needs are exceptionally well met.
- The strong skills of all practitioners ensure all children are well- prepared for the next stages in their learning. Transitions are expertly supported and children are well prepared for moving within the nursery and onto school.
- Safeguarding procedures are strong and highly effective which ensures all children are kept very safe and secure.

## 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 children's play and staff interactions both indoors and outdoors.
- The inspector undertook a joint observation of a teaching activity.  
The inspector looked at children's assessment of records, planning documentation,
- two-year progress checks, evidence of the suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took into account the views of parents spoken to on the day.

## Inspector

Lynn Byrne

## Full report

### Information about the setting

Barrowford Pre-School Nursery has been operating in the local community centre in Barrowford, Lancashire, since 1984. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from four rooms, with each age range having their own base room. There is a secured outdoor play area and there are local parks and recreation grounds in walking distance. The nursery is open Monday, Tuesday, Wednesday from 8am to 5pm and Thursday and Friday from 8am to 4pm. School holidays are also catered for on a demand basis. The group is registered as a private partnership and has two joint providers, one of whom holds Early Years Practitioner status.

The staff team of 14 includes a deputy manager whom holds a relevant childcare qualification at Level 4. All other staff are qualified to a minimum Level 3 with the exception of an apprentice who is working towards a Level 2. There are currently 109 children on roll. The nursery is in receipt of funding for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- consider how you can strengthen the excellent intervention groups to provide even more good quality opportunities for those children that are exceeding their early years outcomes.

### Inspection judgements

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

All practitioners have an outstanding knowledge of the Early Years Foundation Stage and implement it successfully to promote children's welfare, learning and development. Flexible settling in procedures ensures the individual needs of all children are met. Parents share information with their child's key person through an "All about me" information booklet which guarantees effective baseline assessments are made. This enables the key person to plan activities and opportunities based on children's interests and level of development. Monitored, sharply focused assessments of all children's progress guarantee that all practitioners know the children exceptionally well which results in purposeful, challenging experiences that encourage, support and develop their excellent characteristics of effective learning. Gaps in children's learning are quickly identified and additional support is given through intervention groups to ensure these children make at least good progress and identified gaps are closing. The nursery is currently strengthening the intervention groups to include extra support for children that are exceeding in the early years outcomes.

All practitioners have very high expectations of themselves and the children which results in children being superbly motivated and very eager to join in with the fun challenging activities. They are actively engaged in their learning and are involved in planning activities that link to their own interests. Children's and parents' views and suggestions are gained through the use of individual planning sheets and information 'flow' books. For example, practitioners quickly adapt a planned activity to accommodate a child's interest of maps to extend their learning. Parents and carers are kept exceptionally well informed of their child's progress and achievements through daily communication slips, sharing information in the child's learning journal and regular 'Coffee and cake evenings'. Practitioners also notify parents and carers of their child's next steps and give suggestions of suitable activities to promote a highly consistent approach to their child's learning in the nursery and at home. Additionally, resources that can be borrowed are provided for home use. This ensures a strong partnership between parents and practitioners which enriches children's learning and development at all times.

Practitioners develop very strong links with the local school to ensure the children's transition to school is smooth. Staff from school take part in the nursery's 'Chatterbox Box Challenge' by creating stories for children based on their favourite items from home. Children visit the school to become familiar with the school building, staff and to meet their 'buddies'. This excellent transition procedure is guided by the children's individual needs and level of development. As a result, children are gaining the skills and attitudes they need to be ready to move onto their next stage of learning and school.

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

Children are extremely happy and very settled in this warm and welcoming environment. All children benefit from a highly effective and nurturing key person system which results in secure, emotional attachments being made. This provides a solid foundation for children's personal, social and emotional development and for building their excellent self-esteem and confidence. All practitioners are extremely sensitive and tuned into children's individual needs and recognise when children are tired, hungry or upset and quickly respond to their needs. Parents acknowledge practitioners understanding of their child's needs, for example, parents explain how their children's key person adapts session times to meet their children's needs. This demonstrates that practitioners fully appreciate the importance of children feeling safe, secure and confident before they can engage and be ready to learn.

All practitioners are exceptionally good role models for children; they sensitively join in with children's play and, promote their critical thinking through highly effective use of open-ended questions and a wide range of good quality resources. This provides the children with excellent opportunities to develop their own ideas, make links between ideas and develop strategies for doing things. Consequently, behaviour is excellent, staff praise children consistently throughout the day and celebrate children's achievements with genuine enthusiasm. For example, practitioners give young children high fives and stickers as they successfully removed their wellington boots and put on their own shoes on after a

walk to the local allotments.

Practitioners promote a healthy lifestyle and the importance of exercise through a broad range of good quality activities. For example, the children talk about what they ate for breakfast and discuss if it is healthy or not as they build their understanding of healthy foods. Children access the outdoor area every day and go on regular walks in the local community as they learn to manage risks. They have an excellent understanding of the importance of regular exercise and after a physical outdoor activity children comment, "My heart is beating faster now" demonstrating their knowledge of the effect exercise has on the body. Children are extremely well supported and emotionally prepared for the next stages in their learning. Transitions within the nursery are expertly guided by the child's individual needs. For example, the length and frequency of the visits to the next room is determined by the child's confidence. Practitioners accompany children on their visits to provide reassurance and to share information with the child's new key person. This ensures continuity and consistency of care. Parents are involved in the transition process by meeting their child's new key person and can take their child for a visit to their new room at the start of their nursery session to ensure they are safe and settled.

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

The leadership and management team are inspirational. Their enthusiasm, passion and high expectations across all areas of practice show an exemplary commitment to drive ongoing development and continual improvements. This results in all practitioners being incredibly enthusiastic about the work they do as they strive to improve practice for all children. Effective evaluation procedures monitor the effectiveness of all aspects of the nursery. High-quality efficient performance supervisions ensure all practitioners are confident, valued in their roles and have their training needs and targets for professional development identified. The managers, practitioners, parents and children contribute to the evaluation process through reflective accounts, written comments and through discussions. This enables the nursery to assess its own strengths and identify areas for improvement, such as, individual mind maps for each child to ensure their interests and views are being included when planning activities.

Managers have an excellent understanding of their responsibilities to ensure that they meet the safeguarding and welfare requirements. Therefore, safeguarding procedures are highly secure and all practitioners have a robust knowledge and understanding of how to protect children from harm. Additionally, they are fully aware of what to do should they have a concern regarding the welfare of a child. Robust vetting systems ensure all adults working with children are suitable to do so. There are highly effective systems in place to monitor all practitioners' suitability and regular observations from the managers ensure this outstanding practice is maintained. Rigorous risk assessments and daily check lists are in place for all areas of the nursery, including outings in the local community, providing a safe environment where children can learn and play in safety.

A strong commitment to partnership working is evident in the nursery. The nursery has

been awarded a 'Lead Practitioner Status' award from Lancashire County Council as 'Beacons of Quality' because of the support and mentoring they provide to other settings to improve quality. The nursery has also gained the, 'Lancashire Quality Award', which provides opportunities for practitioners to spend time together focusing on what they do well and what can be improved. Partnerships with parents are well established, comments and messages of thanks are hung from the 'Parents perspective tree'. The highly effective partnerships with parents and other professionals ensure children's needs are quickly identified and exceptionally well met. Parents are highly complementary about the nursery and especially the welcome, care, education and support they receive. They report they leave their children at nursery with confidence, reassured that they are exceptionally cared for, safe, secure and happy.

### **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	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>	309230
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	855191
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	72
<b>Number of children on roll</b>	109
<b>Name of provider</b>	Barrowford Pre-School Nursery Limited
<b>Date of previous inspection</b>	26/03/2010
<b>Telephone number</b>	01282 698057

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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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