

Barnfields Extra Club and Nursery

Barnfields Primary School, Lansdowne Way, STAFFORD, ST17 4RD

Inspection date	13/02/2014
Previous inspection date	11/03/2010

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

- All staff place a clear emphasis on fostering the children's personal, social and emotional development in all their work with the children. Consequently, children are well settled and increase their confidence and independence in a caring and warm environment.
- Teaching and learning is consistently good and on occasions inspirational and therefore children make good progress and are well prepared for school.
- Positive partnerships fostered with parents and carers, other professionals and settings that the children attend, result in a good sharing of information to support all aspects of children's achievements, progress and care.
- The leadership team have energy, enthusiasm and communicate high expectations to the staff team and continually look for ways to improve the quality of learning and care they offer.

It is not yet outstanding because

- There is scope to enhance further the monitoring of the quality of what is on offer throughout the nursery and the club and the sharing of practice, to help further enhance the already good quality teaching and learning.
- There is scope to, when appropriate, further enhance consultation with parents and carers prior to contacting other professionals working with children.

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 activities in the nursery, club and the outdoor play area.
- The inspector held a meeting with the managers, nominated person, headteacher and Foundation Stage leader and conducted a joint observation with the manager.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff working within the provision, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the feedback from parents and carers spoken to on the day and in feedback questionnaires.

Inspector

Parm Sansoyer

Full report

Information about the setting

Barnfields Extra Club opened in 2006 and operates a nursery, Barney Bears, an out of school club and holiday playscheme from Barnfields Primary School in Stafford. The nursery is open from 8.40am to 3.15pm and children attend a variety of sessions. The club is open each weekday from 7.40am to 8.40am and 3.15pm to 6pm, during the school term. They also operate a holiday playscheme during the school holidays. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. In the nursery there are currently 48 children on roll in the early years age group and in the out of school club there are 52 children on roll, of whom, 28 are in the early years age group and 34 aged from five to eight years. The provision supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is in receipt of funding for the provision of early years education for children aged three- and four-years-old.

The nursery employs eight members of staff, of whom one holds Qualified Teacher Status, two hold qualifications at level 5 and five hold qualifications at level 3 in early years. In the out of school club there are 13 staff employed. Of these, one holds Early Years Professional Status, nine hold qualifications at level 3 and three hold qualifications at level 2. They also use unqualified, casual staff who work alongside the qualified staff. There are close links with the on-site school and children's centre.

What the setting needs to do to improve further

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

- enhance further the monitoring of the quality of what is on offer through more regularly observing staff and providing tailored support to further build on the good teaching in place and more readily share the excellent quality practice
- enhance further consultation with parents and carers prior to contacting other professionals working with children, when this is deemed appropriate.

Inspection judgements

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

Staff use robust observations and assessments of children's prior learning, what they can do and enjoy and use this information as a base to plan a broad range of challenging experiences, which are enjoyed by the children. Staff place a strong focus on ensuring they foster the children's personal, social and emotional development, provide daily opportunities for physical activity and support the children's communication and language.

This means when children move onto school they are familiar with routines and better ready for school. When children grow in confidence and ability in the three prime areas staff provide a more challenging range of experiences by supporting their learning in understanding the world, mathematics, literacy and expressive arts and design. Consequently, when ready, children are successfully engaged in active learning. For example, topics, such as 'Pirates', 'People who help us' and 'All about me', are used extremely well to provide good quality and on occasions outstanding teaching in all areas of learning. Staff are skilful in using the children's interests as a base, such as the 'Pirate' topic, which has been inspired by the children and used well to engage both the boys and girls in literacy and mathematics. Children's personal, social and emotional development is fostered extremely well. Staff use creative strategies to help children to take responsibility and play a part in the planning of activities. For example, staff encourage all children attending the nursery and club to share their interests and ideas, which are highly valued and incorporated well to plan stimulating experiences and activities. Children often display high levels of confidence, engagement and motivation during their play and interactions with the staff.

Children's communication and language is supported very well through purposeful play and interactions. For example, circle time, group time, story sessions and discussions during play are successful in encouraging children to speak and to introduce new ideas, concepts and vocabulary. For example, children are completely enthralled when in a large group they hold and stretch a sheet of fabric, which is creatively used to reinforce positional language, such as 'up', 'down' and 'side to side'. Children are confident speakers because staff value what the children say and show a genuine interest. Staff provide a good range of resources for children to build secure foundations for early literacy. For example, circle and group times are used well to develop an interest in rhyming, linking sounds and letters and to recognise familiar words, such as their names, days of the week and months of the year. Staff use books very well to reinforce topics and children's interests and therefore children show a fondness for books and story time. Staff provide good opportunities to promote the children's physical development. Children freely use the outdoor area which incorporates a range of small physical play equipment and they benefit from using a more challenging range of physical equipment when they use the school hall, field and climbing equipment. Staff effectively provide a full range of practical and interesting opportunities for children to encounter number, size, quantity, measure and early addition and subtraction. For example, staff creatively encourage children to find and count the sequins hidden in the shredded paper, draw how many they have found and then find the corresponding number, which is also hidden in the shredded paper. This activity is linked to the 'Pirate' theme and children are keen to find the hidden treasure in the shredded paper making learning fun. Staff make good use of the computer and interactive board to support children's learning. Children benefit greatly from good first-hand experiences to predict and question why things happen. For example, they show a keen awareness of the natural environment, changing seasons and living things. This is because staff make effective use of the grounds, including the school woods and nature trail, to plan first-hand experiences for children to compare similarities and differences they observe. Children learn to value diversity. For example, they explore a range of religious festivals and children have opportunities to taste foods, wear costumes and listen to stories from other cultures. All children use a variety of arts and crafts materials and use their senses to explore resources, such as sand, water and shaving foam. For

example, children persevere and become engrossed as they create their individual models of pirate ships using empty boxes, and are encouraged well by the staff to solve problems they encounter when trying to join the boxes together. Staff ignite the children's imagination by making excellent use of the school woods to recreate and retell the children's favourite stories using visual aids and by, for example, creating a fantasy fairy wood.

From the outset parents are invited to information evenings to introduce them to the seamless provision the nursery and school offers. Effective systems, such as the use of the 'transition sheet' to log children's individual needs and interests and an initial one to one with the assigned key person results in the effective sharing of information about the children's education and care needs. Parents and carers contribute to the children's initial assessment of their starting points on entry and many provide ongoing 'home observations' of what their children have achieved at home and contribute to their children's developmental records, 'My story profile'. This information forms part of the assessment staff use to help inform their planning for individual children's education and care needs. There are robust systems in place to support and work with children who have special educational needs and/or disabilities and those who speak English as an additional language. Consequently, these children make good progress often from their low starting points. Parents and carers are kept well informed about their children's progress, care and behaviour through the use of the written daily diaries, face-to-face feedback, parents' evenings and additional one-to-one meetings, when necessary.

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

The well-embedded assigned key person system means the key person places a clear focus on their children and builds a close relationship with parents and carers. Consequently, staff are attentive to the needs of children, know the children well and work closely with parents and carers on any issues or concerns identified. Children learn to be strong and independent through the positive and nurturing relationships fostered with staff. Children are well behaved because staff consistently set clear boundaries and use positive strategies to manage the children's behaviour. For example, during circle time staff encourage the children to review their play and learning and use the 'celebration song' to share and celebrate notable achievements during the session. In addition, children are delighted as they are rewarded for their achievements as their name moves up the next rung of the 'pirate ladder'. Staff place a clear emphasis on children learning how to stay safe and learning right from wrong. For example, children have helped create the acceptable rules of behaviour and visits from the emergency services and health professionals, help reinforce key messages about keeping safe and healthy lifestyles. Meals and snacks are varied, healthy and nutritious and the outdoor area provides good opportunities for children to be outdoors in the fresh air. This contributes well to the good health and well-being of the children.

The resources are used well and there are secure systems in place to help staff to build effectively on children's achievements in learning. Consequently, children are happy, involved, busy and enjoy their time at the nursery. Children attending the club also benefit from a broad range of resources and activities in a relaxed environment with a clear focus

on children enjoying their time, which complements their school/nursery day well. Staff work very well as a team in sharing information about the children's care needs and achievements. Children benefit immensely from the wrap-around care offered by the nursery and the club. This seamless transition is supported by the exceptional liaison with school staff and the sharing of information about children's individual circumstances, care and educational needs. Staff often continue the topics covered in school at the club to help reinforce children's learning and ongoing communication ensures the service they provide complements the children's day at nursery and school. Children are also very well supported with effective liaison with other schools that the children transfer to and other settings they attend, such as childminders. This results in good support for transition and sharing of information to benefit the children's education and care.

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

Safeguarding arrangements are well embedded in all aspects of practice. Any concerns are prioritised and dealt with effectively in relation to child protection issues. All staff have a comprehensive awareness of safeguarding issues and how to implement the safeguarding policy and procedures. Consequently, children's welfare is secured. Detailed and ongoing written risk assessments are updated and include any action taken to minimise risks identified to ensure the environment is safe and equipment is suitable. Consequently, children move safely and freely in the environment. The managers of the club and nursery hold appropriate qualifications and are experienced and supported well by their deputies in the day-to-day running of the provision. The voluntary board consists of the school headteacher, Foundation Stage leader, reception teacher, two parents and the nominated person for both the nursery and club. The board plays a key role in supporting and challenging the managers and monitoring the quality of teaching and learning. This is achieved through robust systems to manage staff performance, such as auditing the quality of children's assessments and analysing data from these assessments, to help raise clear actions to improve children's learning. A clear emphasis is placed on providing ongoing appraisals, coaching, support and training which results in good outcomes in children's learning and development. These effective systems also ensure any under-performance in relation to securing the children's safety and well-being is tackled and managed very well. Successful self-evaluation which is achieved through engagement with staff, children, parents and carers results in well-focused improvement plans and swift action to ensure practice is at least good and there is a strong drive to secure outstanding practice more consistently. However, there is scope to further enhance the monitoring of staff interaction with children to ensure all staff more consistently reinforce key words and vocabulary during activities and improve the system for sharing the excellent quality practice already in place.

This inspection was brought forward as Ofsted received a concern in relation to poor information sharing with parents and carers and the provider contacting an external professional working with a child without prior consultation with the parent. The inspection found that the provider is meeting the safeguarding and welfare requirements in relation to the obtaining of and sharing of information to ensure the needs of all children are met. However, as a result of this concern the provider has taken swift action and parents and

carers are now given more detailed information about the Common Assessment Framework process and the format of these meetings before they attend. However, it was found and it is acknowledged by the provider, that on this occasion, they did not consult with the parents prior to contacting another professional. Therefore, there is scope to further enhance communication by consulting with parents and carers prior to contacting other professionals working with children, when it is deemed appropriate.

Parents and carers spoken to on the day of the inspection are very positive about the quality of the service provided and the quality and amount of information they receive about their children's care and education. Regular parental surveys indicate the very large majority of them are extremely satisfied with the service provided and their suggestions are used very well to shape the service offered. Parents and carers increase their knowledge about how to support their children's learning at home through attending workshops, such as focusing on increasing the children's communication and language. This results in effective joint up working and benefits the children. They receive detailed information about the service offered and policies and procedures, including the complaints procedure, via the website and additional policy file made available to parents and carers. Highly successful partnerships developed with the children's centre, school staff and other professionals working with the children results in a holistic and tailored approach, which contributes significantly to the good outcomes for children.

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

Unique reference number	EY342306
Local authority	Staffordshire
Inspection number	949695
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	61
Number of children on roll	110
Name of provider	Barnfields Extra
Date of previous inspection	11/03/2010
Telephone number	01785 356356

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

