

St Barnabas CE First Middle School

Stonebow Road, Drakes Broughton, PERSHORE, Worcestershire, WR10 2AW

Inspection date

Previous inspection date

12/03/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 are interested and keen learners who are ably helped by staff to be attentive, to communicate well and to be resourceful.
- Children settle well. They soon become confident, responding to the staff's reassurance and attention, and enjoy rewarding activities in inviting and stimulating surroundings both indoors and outdoors.
- Positive relationships with parents, the school, and other professionals are an important factor, in the staff's success in accurately identifying and successfully meeting children's care, learning and development needs.

It is not yet outstanding because

- Sometimes staff miss opportunities to extend children's expressive language and imagination during adult-led activities. They are not always successful in directing their teaching and resources to focus more precisely on younger children's next steps for learning during children's freely chosen activities.

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 two playrooms, the school hall and the outside play area.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held meetings with the head teacher and the deputy manager of the pre-school.
- The inspector spoke to children and staff throughout the inspection.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector discussed the self-evaluation form and plans for improvement.
- The inspector looked at a sample of records and policies relating to children's welfare, health and safety.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the pre-school's own parent survey.
- The inspector was accompanied by another inspector during the inspection.

Inspector
Rachel Wyatt

Full report

Information about the setting

St Barnabas CE First Middle School was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by the governing body of St Barnabas CE First and Middle School in Drakes Broughton, near Pershore. The pre-school offers before and after school sessions for children aged from three to 12 years, and offers pre-school sessions for children aged from two to four years. It operates from a designated area in the school, with opportunities for children to use other school facilities. The pre-school serves the local area and is accessible to all children. It has its own enclosed outdoor play area and children use other parts of the school grounds and take part in local walks and outings.

The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications to at least level 3 or 2. The manager is working towards an early years foundation degree, one member of staff is working towards a level 3 qualification and another member of staff is working towards a level 2 qualification. The pre-school operates Monday to Friday during school term times. Breakfast club sessions are from 7.45am to 9am, pre-school sessions are from 9am until 3.15pm, and after school sessions are from 3.20pm until 6pm. Children attend for a variety of sessions. There are currently 94 children on roll of whom 45 are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for children to use expressive language and to be imaginative during story times and adult-led song, rhyme, music and movement sessions
- support staff in strengthening their already good quality teaching so they consistently focus their interactions and use of resources on promoting children's next steps for learning during their free choice play.

Inspection judgements

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

Children enjoy being at pre-school and eagerly join in varied and rewarding activities. These are effectively planned and organised by the staff. They have a good knowledge of children's characteristics, interests and stage of development as a result of their regular observations and good information sharing with parents and other early years colleagues.

The staff use this information to inform their accurate assessments of how well children are progressing and to identify which aspects of each child's learning to focus on next. In addition, staff make more in depth assessments of certain aspects of children's development, for instance, if they have concerns about a child's understanding, speech or coordination. The staff effectively plan for all children's needs and make sure they access training and other professionals' expertise to help them implement well-targeted strategies to support children with special educational needs and/or disabilities or who are at risk of delay.

Overall, the deputy manager and staff interact well with children. They are often inventive in the way they capture children's attention. For example, a member of staff asks children to decide which 'superhero' they are going to be, encouraging them to move in different ways as they act out 'rescuing' people. The deputy manager and staff are particularly successful in helping children to become effective learners in readiness for school. For example, during small group activities, they and an early years outreach worker consistently promote children's listening, attention, turn taking and communication. Children respond positively to the fun activities and resources which capture their interest, encourage their active involvement and promote their understanding. For instance, when they sing a special welcome song, children use new vocabulary, get to know each other's names and learn to wait to wait their turn. Staff foster children's attentive listening when they gently remind them to sit still and to listen carefully when someone else is speaking. They play simple musical instruments and encourage children to find the instrument that makes the same sound, helping them to extend their listening skills and awareness of different sounds. The staff praise and encourage children, giving intensive but sensitive support to those children who find it difficult to sit quietly or to join in or to be attentive. They are inspired by the staff's enthusiasm, the use of repeated words, such as 'ready steady go' to show when it is their turn, and by fun resources and prompts. For example, the staff use colourful interactive toys that make sounds to help children to remember a rhyme and to take part in a simple guessing game, 'what's in the box?' However, occasionally during children's free choice play some staff are not so confident about adapting their teaching and finding resources to sustain younger children's interest and active involvement.

Staff ably promote other aspects of children's learning. Priority is given to helping each child to communicate well. Staff consistently encourage children to talk about what they are doing and making. They are adept at reinforcing children's emergent speech, developing their vocabulary and asking open questions to get them thinking. Again staff effectively work with children in small groups to enable those who lack confidence to have the time and opportunity to express themselves. Children confidently describe and explain their ideas during their role play or small world play. They clearly know the words and enjoy following the actions of popular recorded songs during rhyme, music and movement sessions. However, during these and some other adult-led activities, such as story times, opportunities are sometimes missed to encourage children to use expressive language and to be imaginative. In other respects, staff skilfully encourage children to use language for thinking when they ask them questions or encourage their recall. Staff extend children's problem solving by effectively promoting their recognition and use of numbers for counting and comparing. For example, during the cafe style snack time a member of staff asks a child to check how many children are already 'registered' and how many spare

seats there are at the table. Adults involve children in many fun matching and sorting games so children are becoming increasingly adept at talking about, recognising and comparing items according to number, shape and colour. Again children demonstrate that they do understand about sharing and taking turns during these activities. Children are curious about how things change, work and react. At the moment they are enjoying learning about 'growing', including planting beans and peppers.

Parents' views about their children's learning and development are valued. When their child starts the information they give to staff, helps them to get to know children's starting points and to plan for these and their next steps. Thereafter, they regularly discuss their children's activities and achievements, including more formally when staff complete a progress check for two-year-olds or transition records for children moving on to school. Parents are kept well informed about topics and activities and are encouraged to follow up their child's learning at home, for instance, through the pre-school's book loan scheme.

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

Children are happy and settled. They form close attachments with the staff who are attentive and approachable and they enjoy the inviting child-friendly surroundings. The staff make sure they get to know about children's particular interests and their favourite activities and toys and include these in sessions, especially when children first start. As a result, children feel valued, are keen to join in and develop a positive sense of belonging.

While children are at pre-school, staff continue to prioritise developing their social and emotional well-being in readiness for the next stage in their learning. In particular, the staff consistently promote children's positive relationships so they get on well with others, are increasingly confident about appropriately expressing their feelings, and behave well. Children know it is important to share and take turns, usually play cooperatively, and readily respond to staff's requests. They become confident about moving on to school because they are familiar with different aspects of school life and mix with children and the staff. Pre-school children eat lunch and enjoy different activities in the school hall. They share activities and facilities with the Reception class. The pre-school and Reception class staff regularly discuss children's care, learning and development needs. All this ensures consistency for children and helps them to make smooth transitions into school.

Staff effectively promote children's good health and safety. They work closely with parents and carers to ensure each child's care, health and dietary needs are fully understood and carefully met. Children are sensitively helped by staff to become independent and confident about managing different aspects of their self-care. This includes following good hand washing routines and increasingly managing going to the toilet or getting changed by themselves, for instance for physical education or outdoor play. Children are well nourished, especially enjoying making healthy choices during the well-managed snack times. They really benefit from being able to learn outdoors, relishing the different activities in the stimulating outdoor area. Children are physically active and effectively taught by staff how to move, balance and climb with increasing control. Staff recognise when children need additional help to develop their balance and coordination, for instance,

organising specific climbing activities or obstacle courses. They make a designated area for children to confidently scoot, pedal and steer wheeled toys and further extend their movement in different ways during physical education sessions. Some of the children also go swimming.

Staff carefully supervise children and ensure all areas used by them are clean, suitable, secure and free from hazards. Staff encourage children to behave sensibly and responsibly. This includes involving them in helping to keep play areas tidy and to look after toys. Children understand about walking when moving around indoors and show good spatial awareness and control during physical activities. Staff also help children to be confident about describing their feelings. For instance, a small group of three- and four-year-olds have a lively discussion about how they feel, prompted by the adults' encouragement and use of visual aids depicting various facial expressions. Children and staff also discuss different safety issues, for instance, when they act out different scenarios involving rescue operations.

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

The headteacher, members of the governing body and staff have successfully made improvements to the pre-school since registration. These have helped staff to plan more precisely for children's needs, raised the quality of their teaching and strengthened partnerships with parents, carers and others involved with the children.

The head has actively supported the staff's professional development. Regular meetings with the pre-school's deputy manager and appropriate staff supervision arrangements have resulted in staff updating their knowledge and expertise through a programme of relevant training and good practice sessions. This includes staff completing core training, such as safeguarding and first aid. They have attended in-service training with school colleagues about different aspects of children's health and care or about speech and language. Other short courses relating to aspects of early learning inspire staff to try out different approaches, for instance, to encourage children's imagination and movement. In addition, staff are working closely with other early years colleagues in the school and from other organisations in order to share best practice and to better promote children's good behaviour, positive attitudes to learning and acquisition of communication skills. All these strategies have given staff greater confidence and overall raised the quality of their planning and teaching which are good.

The deputy manager's and staff's effective observation and assessment procedures enable them to accurately monitor and track children's progress. In addition, they identify any aspects of their teaching or of the educational programme which need improving. Since registration one of their priorities has been to improve the learning environment. Indoors they have reorganised the main room so that children have inviting, well set out and equipped areas for imaginative play; to make marks; to discover, build and explore; to recognise and use numbers, shapes, and colour; and to relax. Small group activities and discussions are held in an inviting area set out in the 'office area'. Outdoors, children are

enjoying different opportunities for being creative, exploring and investigating in the 'mud kitchen'.

The pre-school's positive partnerships with parents, carers and colleagues in school and from other agencies make a strong contribution to the staff's success in identifying and meeting children's needs. Parents' and carers' views about their children's care, learning and development, help staff to get to know them and to plan effectively for them. Children's specific needs are quickly identified and well met because of the staff's sensitive discussions with parents and effective working relationships with the local authority inclusion team and an outreach worker from a local specialist school. Parents are encouraged to give their opinions about the pre-school's provision and their suggestions have contributed to the improved layout of the main room. They are contributing to the ongoing development of the outdoor area, for example, providing resources for children's gardening activities and for the 'mud kitchen'. The pre-school's deputy manager and school Reception staff meet regularly to discuss children's learning and development. They plan together for pre-school children's transitions into school and agree consistent approaches to planning and teaching, for instance of letters and sounds. This collaborative working has helped raise children's attainment in communication and language on entry into Reception, and ensures continuity for those children moving from pre-school into school.

Children are effectively safeguarded. The staff have updated their knowledge of safeguarding procedures by reviewing the pre-school's revised policies and attending training and good practice sessions about child protection. They work sensitively with parents and carers to ensure they understand children's family circumstances and know who can have access to them. As part of this, staff obtain all required information about each child and their family. Clear agreements are in place regarding each child's care, health and safety, including who may collect them. Effective recruitment and induction arrangements ensure children are looked after by staff whose suitability has been checked and which is regularly reviewed.

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	EY469183
Local authority	Worcestershire
Inspection number	936094
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	94
Name of provider	St Barnabas CE First & Middle School Governing Body
Date of previous inspection	not applicable
Telephone number	01905840366

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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.

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.

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