

# St Barnabas Pre-School

St. Barnabas Hall, St. Barnabas Road, Sutton, Surrey, SM1 4NS

<b>Inspection date</b>	30/01/2014
Previous inspection date	21/05/2013

<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

- Staff take good steps to make sure children are kept safe.
- Very good partnerships with other agencies mean children's individual needs are well met and this helps to prepare them for the next stage in their learning and for school.
- Children are happy, active learners and quickly grow in self-confidence because of the good relationships they have with staff.
- Good partnerships with parents result in a consistent approach to meeting the needs of all children. Parents are provided with helpful information about all aspects of the pre-school and their child's progress, helping them to be fully informed about their child's learning and development.

### It is not yet outstanding because

- Children's independence is not fully promoted by staff at snack 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed and spoke to children and staff, both indoors and outdoors.
- The inspector met with the registered providers.
- The inspector sampled relevant documents, including children's developmental records
- The inspector sought the views of parents.

## Inspector

Julie Tobin

## Full report

### Information about the setting

St Barnabas Pre-School registered in 1990 and operates from St Barnabas Church Hall in Sutton. The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. Children have access to two large halls and have direct access to an enclosed outdoor area. The pre-school opens during term time from 9.05am to 2.50pm on Monday, Tuesday and Thursday. There are extended sessions on a Wednesday and Friday from 9.05am to 4.05pm. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. There are currently 88 children on roll. The pre-school supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. A total of sixteen staff work directly with the children, all of whom 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:

- increase opportunities for all children to develop their independence further, for example by cutting up fruit and vegetables for their snack.

### Inspection judgements

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

Children arrive enthusiastically, eager to play in the welcoming and stimulating environment. Equipment and resources are stored on low shelves, which means children can easily see and select the things they want to play with. This promotes their independence and helps them learn to make choices and decisions.

Staff have high expectations of children. They support and extend their learning using good teaching techniques, to help ensure all children make good progress. Older children explore shapes that are hidden in a bag, learning the names of shapes such as oval and hexagon as they skilfully fit them into shape sorters. Younger children experiment with play dough, cutting out simple shapes such as circles. Staff give children plenty of time to think and respond when talking with them and asking questions. Staff have attended a signing course, meaning all children benefit from using signs as well as words to promote their developing communication and language. They use picture cards to help children learn class rules and routines. The environment provides rich opportunities for discussion and children follow instructions well, showing good understanding.

Staff successfully support children's developing literacy skills. Chunky chalks, crayons and paint brushes are easy for younger children to hold as they paint and draw. Staff help

older children to write lists, for example when they visit the local shop. They practise these skills as they play, using a wide variety of notepads, clipboards, pens and pencils, both indoors and outdoors. Children enjoy reading books and stories. They sit in comfortable, cosy areas, sometimes alone and sometimes with friends. Staff frequently read with individual children and children come together as a group at the end of the session for stories and singing. The pre-school's 'library' provides the opportunity for children to share their favourite books and stories at home. They organise the tickets themselves, finding their names and putting them into the library box, along with the name of the book they have borrowed. There are many posters, pictures and resources showing letters and numbers, and staff talk about these frequently as they play alongside the children.

Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. They work well as a team to provide children with opportunities to learn across all areas of learning. Staff regularly make observations of children at play and use these to make appropriate plans for the next steps in their individual learning. Staff and parents work together to gather information about children's learning when they start at the pre-school. This information helps staff track children's progress, along with development milestones. Parents are regularly informed of their children's learning so they can support them at home. Staff have a good understanding of the prime areas of learning, which they draw on when completing the required progress check for two-year-old children; they include parents in this assessment. These checks help to identify if children require further support or challenge. Children make good progress in relation to their starting points, and are gaining the skills they will need for their future learning.

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

Children arrive happily and quickly settle to play because staff provide activities that interest them. The key person system is well established and, as a result, children form secure bonds with familiar staff. Staff work well together as a team to meet children's individual needs and parents are confident that staff provide a warm, caring and secure base from which their children can learn.

Staff teach children how to use tools properly and as a result, children learn how to keep themselves safe. For example, children skilfully use knives to cut up vegetables during cooking activities; they know how to hold them to keep their fingers safe. However, there are missed opportunities for them to further practise these skills and extend their independence, for example by preparing fruit and vegetables for their snack. Nevertheless, children choose from nutritious food and pour their own drinks. Staff support them in learning about good hygiene and they independently go off to wash their hands when it is their key group's turn for snack.

Children in both rooms have access to secure outdoor areas. These are used throughout the day and promote all areas of learning. Children develop confidence and co-ordination as they climb and balance on logs and beams. They develop physical skills as they ride

their bikes and scooters. Children learn about the weather as they play outside in the rain. They know they can play under the covered area to keep dry. Here children use their imagination as they build 'cameras' with small bricks to take photographs of their friends. There are pencils, paper and clipboards for children who wish to write and draw outside, as well as books and stories, which children can take into the outdoor playhouses if they want to find somewhere quiet.

Staff provide clear and consistent guidance for children's behaviour. They encourage them to be independent, kind, caring and respectful of others. Staff play games with children in pairs, helping them learn to take turns. They learn to co-operate and help each other as they complete floor puzzles in small groups; staff encourage them to look carefully at the pictures to see who has the next piece and where it might fit. Staff use puppets and stories to help younger children learn about sharing and taking turns. This supports children to develop social skills and build friendships. Staff praise their successes and achievements and, as a result, children's behaviour is good.

Children are supported with the move to the classroom for older children, through regular visits. All staff know the children very well and build effective relationships, so children feel secure as they make this move. Staff share books and stories about starting school to help prepare them for the change. They invite teachers from local schools to visit the children, so they can meet them in an environment where they feel comfortable. These experiences help ensure children are well prepared as they move on to school and the next stage in their learning.

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

This inspection was brought forward because of concerns about the safeguarding and welfare of children. This inspection found that the management team has a good understanding of the Statutory Framework for the Early Years Foundation Stage and, as a result, arrangements for safeguarding children within the pre-school are fully in place. Staff are clear about their responsibilities for keeping children safe and free from harm. They demonstrate a good knowledge of the procedures to follow if they have any concerns about children's welfare. Staff safeguard children within their daily practice well; for example they implement all security measures when visitors arrive. They are well deployed and supervise children closely at all times, to ensure they are safe as they play. Risk assessments cover potential hazards and records show how these are controlled. Staff check the premises daily and also risk assess outings. Consequently, children's safety is promoted well. Robust recruitment processes and the completion of all required checks ensure staff have relevant qualifications and are suitable to work with children. All staff have paediatric first aid training, to enable them to further promote children's welfare in case of an emergency.

Thorough induction procedures result in all adults being clear about their roles and responsibilities in meeting the needs of the children. Regular appraisals and supervision are effective in identifying staff training needs, to enable them to continually develop and

improve their personal effectiveness and practice.

Managers and leaders fully understand their responsibility for implementing the learning and development requirements of the Early Years Foundation Stage. They do this well through monitoring how the staff support children with their individual learning and development. Staff work well together as a team, sharing information about their key children and keeping each other informed about children's achievements or any concerns. Planning and assessment are monitored effectively. Parents are kept well informed about their children's learning through daily verbal feedback and written progress reviews. They contribute to this through sharing the things their children are interested in at home. As a result, children of all ages receive good support and enjoy their learning.

Partnerships are well established and effective in meeting the needs of the children. Partnership with parents is strong. Staff and parents share important information as children start and consequently, they settle easily. There are good links with local schools and staff work closely with parents to share information when children leave. Staff work very closely and effectively with parents and outside agencies if children need additional help. This enables staff to put in place all required support to ensure all children achieve well.

Staff work alongside the local authority, seeking and acting on advice and support to evaluate practice and make improvements. Self-evaluation is effective in identifying improvements to promote outcomes for children. The managers and staff are motivated and effective in continuously reviewing the provision, and developing imaginative and interesting opportunities for children.

### **The Childcare Register**

The requirements for the compulsory 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>	139961
<b>Local authority</b>	Sutton
<b>Inspection number</b>	948474
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	54
<b>Number of children on roll</b>	88
<b>Name of provider</b>	Mrs Denise Tuck & Mrs Val Hilton Partnership
<b>Date of previous inspection</b>	21/05/2013
<b>Telephone number</b>	020 8643 1802 Home 020 8644 1174

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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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