

# St. Barnabas Pre School

Inspection report for early years provision

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<b>Unique reference number</b>	EY417736
<b>Inspection date</b>	04/04/2011
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<b>Setting address</b>	St. Barnabas Church, Browning Road, Manor Park, London, E12 6PB
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

St Barnabas Pre-School registered in 2010. It is operated by a private company. The setting operates from the St Barnabas Church, in East Ham within the London borough of Newham. Children have the use of the large hall and associated facilities. There is an enclosed outdoor play area for outdoor play.

The setting provides pre-school sessions Monday to Friday 9.00am to 12.00 noon, term-time only.

The setting is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 24 children may attend the setting at any one time. There are currently 20 children aged from 2 and 5 years on roll for the pre-school sessions, of these 11 children receive funding for nursery education. Children attending, live in the local area. The setting currently supports children who speak English as an additional language.

The setting employs seven members of staff, two of whom are the management team. Of these, five hold relevant early years qualifications and two are working towards gaining a recognised early years qualification.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting has made an impressive start to the service provided within only three months of opening. Children are very happy and make good progress in their development, and welfare in the main is actively promoted. Staff recognise and support children as individuals, working very well in partnership with parents and others. Record keeping, evaluating children's learning and development are still in the primary stages and resources are continuously being purchased to support learning in all areas. Management have already begun to take positive steps to reflect on practice and are committed to ongoing improvement of the setting.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested and in place for each child at the time of admission for seeking any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

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To further improve the early years provision the registered person should:

- extend the range of physical play resources made available to children to ensure they have opportunities to develop a full range of physical skills
- review current systems for observational assessment to consistently record detailed information of children's starting points; written observations are reflective of what is observed and this information clearly informs the next steps in children's individual learning.

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

The staff team have recently attended training in safeguarding, raising their awareness of how to safeguard children fully. Thorough risk assessments takes place, this includes daily checks of the premises and for outings undertaken. This ensures safety measures are put into place to contribute to children being cared for in a safe environment, such as soft padding used to enclose large pillars within the setting. Additional measures contribute to children's safety, for example a record of all visitors to the setting is maintained, and all staff and volunteers undergo suitability checks. A full range of policies and procedures contribute to children's safety and are shared with parents to ensure they are aware of the setting's roles and responsibilities. Documentation is well maintained on the whole yet the setting has not obtained written parental consent for seeking emergency medical treatment or advice in an emergency. This results in a breach of specific legal requirement to support children's overall well-being. Adult ratios are met and staff are deployed well throughout the setting, ensuring children receive good levels of adult attention and supervision.

All children have a key person and children's progress is actively discussed with parents and carers so that they understand how they too can assist supporting play and developmental progress. Parents speak positively of the progress their children are making from attending the setting; feedback at inspection was positive and included parents/carers praising the range of activities on offer and the friendly approach of the key persons to keep them informed. Management have developed positive links with the local school to support children's transition to primary school and work closely with their local authority advisory coordinator. The setting has already begun to explore parental involvement in the near future as many have shown an interest, this will enhance their children's care and learning, and empower parenting skills.

The inclusive nature of the setting ensures it pays good regard to promoting equality of opportunity for all children. All children are fully supported to self-select from a good range of quality resources. This is because staff organise the setting to its full potential to ensure all areas of the setting is used effectively. Clear labelling in printed text and picture form encourages children to self-select. A developing range of resources promote children's self identifies and support them to value differences in others. Children who have English as an additional language are fully supported to settle, and communicate at ease, as the setting staff have a wide range of spoken language skills amongst them.

As part of self-evaluation the setting is supportive of ongoing staff training, this has been fully supported since the setting came into operation and is ongoing for

either staff to attend as a team, as individuals or to carry out within staff meetings. Further training has been highlighted for the near future, to improve on practice. In addition, two staff are currently working towards gaining a recognised childcare qualification and the manager is working towards gaining her degree in childcare. The staff team meet regularly to review both the setting operations and professional development. Staff have designated responsibilities allowing for each staff to develop their roles. Management demonstrate their commitment to ongoing improvement as they continue to self-evaluate. This includes exploring parental feedback and the regular feedback from their local authority advisor.

## **The quality and standards of the early years provision and outcomes for children**

Children show confidence and a sense of belonging as they quickly settle into a well-organised routine. They are beginning to make friends with peers or play alongside each other. The wide range of activities on offer allow for children to play freely or be supported by staff. Children welcome staff input as they are guided to benefit fully from activities. The planning of activities ensures children have a balance of planned, purposeful, stimulating and exploratory experiences indoors and outdoors. Children develop effective skills for the future which contribute to their future learning, such as young children exploring the computer with great skill as they independently address an exercise of matching pictures. A variety of messy and creative play ensures children have opportunities to explore arrange of mediums and textures, such as digging the compost, free painting, sand and water play. Outdoor activities allow children to explore the growing plants, explore bugs using a magnifying glass or paint the walls with water. Mark making is fully supported with well organised work stations throughout the setting offering a full range of mark making resources. Cosy and child-friendly book areas are positioned throughout the setting. This supports children's interest in books and communication skills as they meet with peers in these spaces. Early maths is supported, as children explore shapes, learn to cut fruit into portions, matching games and explore a range of puzzles. Children visit the local park regularly, play in the small front garden and use the indoor space for a range of physical play activities. Yet, the range of resources to support gross motor skills, such as opportunities to climb and ride bikes is limited due to lack of storage. Children are developing good levels of concentration as they gather for large group time and also benefit from working together in their small key groups. The learning opportunities in place help all children to develop the necessary skills for the future.

Staff are implementing systems for carrying out individual observational assessment to inform planning across all areas of learning. Each child has their own profile, which includes written observations, photographs and samples of children's work. Although staff demonstrate an awareness of the Early Years Foundation Stage, profiles maintained for each child are not consistently updated to inform children's progress towards the early learning goals. For example, staff are not fully exploring detailed information on children's starting points when they initially settle in or ensure written observations are detailed enough to consistently identify the next steps in children's learning.

Children are cared for in a clean and well maintained environment. Children follow good personal hygiene routines, as do the staff. Two staff members are trained in current first aid and food hygiene and this contributes to children's health. Documentation is maintained of any accidents that take place to children and procedures ensure staff do not administer any medication without prior parental written consent. Children's individual dietary needs are known and respected by staff, and used to inform the menu plans. Children are included in preparing and serving of snacks, which include fresh fruit, crackers and milkshakes. Snack times are a social time allowing for children to eat as and when they wish within the rolling snack time. This ensures children are not too disturbed in their play, yet still have ample time to nourish their bodies. Close supervision and effective deployment of staff ensures children's behaviour is managed positively at all times. Children are keen to gain a sticker when they behave well, supporting their understanding of right from wrong. Staff intervention as positive role models and the provision of consistent age appropriate reminders ensure children learn how to respect each other, such as when there is a need to turn taking. Children are learning to take responsibility and develop a sense of belonging, as staff encourage children to assist with clearing away resources with guidance.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met