

Barnton Pre-School

Barnton Primary School, Townfield Lane, Barnton, Northwich, Cheshire, CW8 4QL

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| Inspection date | 12/09/2014 |
| Previous inspection date | 12/12/2011 |

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| The quality and standards of the early years provision | This inspection: | 3 |
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| 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 | | 3 |
| The effectiveness of the leadership and management of the early years provision | | 3 |

The quality and standards of the early years provision

This provision requires improvement

- The provider has failed to inform Ofsted of a serious injury to a child in their care and the subsequent action taken and that a new manager has been appointed. This is a breach of the safeguarding and welfare requirements.
- Partnerships with parents are highly valued by the setting. As a result, opportunities for parents to share information about their children and to become actively involved within the setting are promoted.
- Children with special educational needs and/or disabilities receive exceptionally good care. Staff work very closely with parents and other professionals to ensure these groups of children receive excellent levels of well-targeted support.

It is not yet good because

- The provider has failed to inform Ofsted of a serious injury to a child in their care and the subsequent action taken, and that a new manager has been appointed. This is a breach of the safeguarding and welfare requirements.
- Most of the quality of teaching is good. However, there are occasions when staff do not extend or promote children's learning and development to its full potential.
- The existing safeguarding policy does not fully underpin the safe use of online technologies.

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 checked evidence of suitability and qualifications of staff working with the children, the provider's self-evaluation form and improvement plan.
- The inspector observed play and learning activities in two rooms and spoke to staff and children in the indoor and outdoor environment.
- The inspector looked at a selection of children's assessment files and progress tracking information, and spoke to the children's key persons.
- The inspector took account of the views of parents spoken to on the day.
- The inspector held a meeting with the manager of the pre-school and conducted a discussion regarding policies and procedures.
- The inspector conducted a joint observation with the manager.

Inspector

Janet Weston

Full report

Information about the setting

Barnton Pre-School was registered in 2001 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is managed by a voluntary committee and operates from the grounds of Barnton Primary school in Barnton, Northwich, Cheshire. The pre-school serves the immediate locality and also the surrounding areas. The pre-school opens five days a week, from 8.45am until 3.30pm, term time only. Children attend for a variety of sessions. Children are cared for across two rooms and have access to enclosed outdoor play areas. There are currently 57 children in the early years age range on roll. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities. There are currently 14 staff working directly with the children. Of these, 10 staff hold appropriate qualifications at level 3 and one at level 2. The pre-school receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- enhance the overall quality of teaching, so that children are consistently challenged to learn more and are supported in making the best possible progress
- enhance the otherwise effective safeguarding policy to focus more precisely on e-safety, further underpinning the safety and well-being of the children.

Inspection judgements

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

Staff have a secure knowledge and understanding of the Early Years Foundation Stage. They provide a stimulating environment where children are able to independently choose from a selection of toys and resources. As a result, staff are committed to supporting children to make progress in their learning and development. However, there are occasions in the toddler room, where opportunities to challenge children's learning and development are not as effectively used. For example, while younger children are engaged in a cutting activity, staff miss the opportunity to extend their interest and the activity becomes unexciting. As a result, children are easily distracted from the activity as they decide what to do next. Nevertheless, some of the other adult-led activities offered are fun and exciting, presenting children with a good level of challenge to enhance their development. For example, outside, staff organise running races that involve the children warming up their bodies, balancing on one leg and rolling themselves into tight balls before racing each other. Staff encourage children to count to three before setting off and

discuss the effect exercise has on their bodies. Children happily engage in this activity, laughing and chatting to their peers and staff while learning numbers, shapes and positional language as they have fun.

Staff plan a wide range of activities, which are clearly based on children's individual next steps in their learning. Each key person knows the children in their group very well, through the regular and accurate observations and assessments of children's learning. They use this information, in addition to the information they gather from parents on a regular basis, to ensure children's learning is effectively promoted. Staff work very closely with parents at the start, obtaining a range of information about children's individual likes, routines and learning through discussion and the use of an All about me document. This information is used alongside staffs' initial observations to assess children's starting points in learning. Staff record observations of children and add them, alongside photographs and examples of children's work, to learning journals that record their time at the pre-school. As a result, children leave the pre-school with a record of their growth and development. Staff carry out the progress check for children between the ages of two and three years and the written summary is shared with parents.

Children are happy and motivated. They experience a very good balance of child-initiated exploration and adult-led learning. Children are provided with individualised learning opportunities, which ensure that they are challenged and inspired to learn. Staff continually demonstrate inquisitive and curious interest in children's individual abilities and skills. They skilfully ask questions that encourage children to listen carefully, work things out for themselves and to talk freely about their own interests and aspirations. For example, during registration, children actively engage in putting their 'thinking caps on' and 'switching their ears on', as they discuss the rules of behaviour and the activities on offer. Experienced staff in the toddler room use their specialist skills exceptionally well to encourage children to communicate their own thoughts and ideas, using spoken words and sign language gestures. This enhances children's communication and language development within a vibrant and inclusive environment. The exciting, stimulating and extremely well-organised inside environment ensures that children make good progress towards the early learning goals. As a result, children are well-prepared for their future learning. The outdoor play areas are freely accessible to all children throughout the day, offering extensive opportunities for children to participate and develop the characteristics of effective learning. The staff provide excellent guidance to all children as they learn about growing tomato plants and caring for them in the garden. Children learn about animals as they visit the chicken, pigs and ducks within the school grounds. As a result, all children actively engage in a broad range of self-chosen and adult-directed activities, which help them to explore the natural world.

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

Children are extremely happy and content to be in this stimulating and welcoming pre-school. This is evident from their friendly interactions with each other and the staff. Children are confident and animated when talking to visitors. Staff know children very well and, subsequently, tailor activities and the environment to support their individual interests. The highly effective settling-in procedure ensures that children are content and

form secure attachments with key persons. Staff are highly skilled at settling children and spend time talking to children and their parents to reassure them about starting pre-school. As a result, children's emotional well-being and self-esteem are well supported. Key persons have an extremely good understanding of all children's individual care needs and routines. Consequently, children are exceptionally happy in their care, resulting in them being independent and self-assured individuals. However, weaknesses in aspects of the leadership and management of the pre-school have some, albeit not significant, impact on children's well-being.

Parents are very happy about the care offered by the pre-school and recommend staff for awards commenting on the 'friendly approach'. They also comment 'my child has grown in confidence, which makes me much happier about their development' and 'I like the close bond my child has built with staff members'. The pre-school ensures that children enjoy nutritious healthy snacks each day. This promotes children's physical health and well-being exceptionally well. Staff are aware of children's individual dietary requirements and cater for them accordingly, adopting safe and inclusive practice. Children's independence, self-care and personal, social and emotional skills are significantly enhanced during snack time. Staff explain to children about why they need to wash their hands before snack and after toileting. Children are encouraged to be fully independent. They talk enthusiastically to children about being healthy and enjoying their healthy snack. Children benefit enormously from this time, as they sit and talk to their friends and learn about healthy lifestyles.

Staff are excellent role models they listen to what children have to say and respond sensitively. They remind children to use good manners and to be kind and considerate to each other. Children play well together and share toys and resources. As a result, positive behaviour is highly evident and children happily play together. All children are polite and respectful, and curious to find out by asking questions. Staff ensure that children are emotionally well prepared when it is time for them to move on to school. Their smooth transitions to school are well supported through regular visits with their key person, visits from the teachers to the pre-school and activities, such as trying on school uniforms and discussions about what will happen in school. The staff fully promote children's understanding of their differences and similarities. For example, they provide pictures and resources that reflect positive images. Children learn about different traditions, customs and beliefs. Staff create an inclusive provision where all children are welcomed and valued. They work effectively with outside agencies and other professionals involved in the children's care. For example, where necessary, they draw up individual plans with parents and professionals to support children's learning. This demonstrates the pre-school's ability to provide good support for those children with special educational needs and/or disabilities. The excellent partnerships with parents enable the staff to meet children's individual needs very well. The strong link between the pre-school and the children's homes fully involves parents in their children's care, learning and play. This also means that the continuity of care between them all fully enhances children's well-being.

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

The provider has failed to inform Ofsted of a serious injury to a child while in their care and of the subsequent action taken and that a new manager has been appointed. This is a breach of the safeguarding and welfare requirements of informing Ofsted within 14 days. It is also a breach of the Childcare Register requirements. However, this does not have a significant impact on children's safety and well-being. This is because all accidents are appropriately documented, a full risk assessment was carried out following the accident and the manager has completed appropriate checks to ascertain their suitability. The manager and staff in the pre-school have a secure understanding of how to protect children from harm and abuse. For example, robust risk assessments are in place and records maintained, and the provider is in the process of updating all records relating to each registered individual to ensure that all of the necessary information is current. The manager and staff have completed extensive safeguarding training to alert them to the signs and symptoms of abuse. They follow clear policy guidelines to advise parents of the safeguarding procedure and to refer any concerns about a child's well-being to the relevant agency. Newly appointed staff and trainees complete a timely and informative induction procedure, which helps them to understand this important aspect of their practice. Records of Disclosure and Barring Service checks are kept to show that all staff have been suitably vetted by an authorised agency. A number of staff have received basic food hygiene training and hold a current paediatric first-aid certificate. This ensures they can meet children's needs in the event of a medical emergency. There are appropriate written communication procedures in place to ensure confidentiality, when medication is administered and when accidents are reported to parents. Robust security procedures ensure the safety of children is prioritised throughout the day and visitors sign in and out of the pre-school. Staff practise the emergency evacuation drill with children, so that they gain a sense of what to do in an emergency.

Suitable arrangements are in place to ensure staff are effectively deployed and children are adequately supervised at all times. The number of staff working with the children generally exceeds the required minimum. Required policies and procedures are in place to help with the safe and smooth management of the pre-school. For example, there is a mobile phone and camera policy, restricting anyone from using devices within the setting. However, there is a need to further promote the existing good safeguarding policy to focus more precisely on e-safety. All staff follow the annual appraisal process, along with regular supervision meetings. The management demonstrate a good knowledge of the learning and development requirements of the Early Years Foundation Stage. Staff demonstrate they know children extremely well and they provide suitable activities linked to observations. Management aspires to improve the pre-school. They make plans to improve the environment and they invest in resources. Self-evaluation is good, management are using the Ofsted self-evaluation form to identify strengths and devise improvement plans.

The pre-school has a very strong partnership with parents. Parents exchange information with staff at the beginning and end of the day. Questionnaires are used to provide parents with another way to express their views about the pre-school. Regular newsletters inform parents about the plans for new topics. Parents value the support that the experienced staff team provide. Parents spoken to during the inspection are very positive about how staff support and meet the needs of their child. Comments include 'there is a great partnership between pre-school and home' and 'there is very good preparation for school

and I like the interaction with reception to ease the transition to school'. An open-door policy ensures that parents can speak to their child's key person or the manager at any time. This demonstrates how staff are committed to improving their provision to ensure children's needs are fully met. The pre-school works very closely with outside agencies and other professionals, to ensure children with special educational needs and/or disabilities receive targeted support.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- inform Ofsted of the appointment of a new manager of childcare on domestic or non-domestic premises (compulsory part of the Childcare Register)
- inform Ofsted of the appointment of a new manager of childcare on domestic or non-domestic premises (voluntary part of the Childcare Register).

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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 | 402528 |
| Local authority | Cheshire West and Chester |
| Inspection number | 868979 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 17 |
| Total number of places | 57 |
| Number of children on roll | 57 |
| Name of provider | Barnton Pre-School Committee |
| Date of previous inspection | 12/12/2011 |
| Telephone number | 01606 74963 |

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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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