

Barugh Green Pre-School

Village Hall, Barugh Green Road, Barugh Green, BARNSELY, South Yorkshire, S75 1JT

Inspection date

18/09/2014

Previous inspection date

11/11/2008

The quality and standards of the early years provision

This inspection:

4

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 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Children are not kept safe from the risk of potential harm as systems are not in place to check the suitability of committee members that are associated with the provision.
- The provider has failed to notify Ofsted of changes to the management committee which is a breach of the statutory requirements of the Early Years Register.
- On occasions practitioners miss opportunities to further extend children's learning through skilled questioning.

It has the following strengths

- Children make good progress in their learning and development because practitioners are good teachers, who provide a wide range of play activities for children to enjoy.
- Children form secure attachments with their key person because practitioners provide an environment where children feel valued and cared for, as a result children enjoy their time at pre-school and are eager to learn.
- Partnership with parents and other professionals are positive and make a good contribution to meeting the child's needs.

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.

Inspection activities

- The inspector observed activities with the playroom and the outdoor learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector spoke with the manager, deputy manager, children and practitioners at appropriate times throughout the inspection.
- The inspector checked evidence of practitioner and committee members' suitability, training and qualifications, and a selection of other documents.
- The inspector looked at children's learning journeys, assessment records and planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day and from information in the setting's own parent surveys.

Inspector

Sadie Corbett

Full report

Information about the setting

The Barugh Green Pre-school was registered in 1996 and is on the Early Years Register. It is situated in the community centre in Barugh Green near Barnsley and is managed by a committee. The pre-school serves the local area and is accessible to all children. It operates from one playroom and there is an enclosed area available for outdoor play. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level three. The pre-school opens Monday to Friday, term time only. Children attend a variety of sessions between 9am and 12.45pm and 1.15pm and 4.15pm. There are currently 38 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities. The pre-school receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all committee members are vetted for their suitability to be involved with young children by gaining checks from the Disclosure and Barring Service, in order to keep children safe from potential harm.

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

- improve self-evaluation to include checks that ensure that all legal requirements are fully met, with particular regard to meeting the requirements for working with a committee
- further enhance practitioners questioning skills to ensure all opportunities to extend learning are maximised, enabling children to consistently achieve high standards.

Inspection judgements

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

Children make good progress in their learning and development because practitioners are good teachers, who plan and provide a wide range of activities and learning experiences for them. Practitioners base the activities on the children's interests and development needs. This ensures that children receive an educational programme, which meets their individual requirements. Practitioners observe and assess children's progress and use these observations and assessments to plan for the next steps in children's learning and

development. Therefore, each child's development and progress through the Early Years Foundation Stage is monitored, to ensure they are making good progress towards the early learning goals. Furthermore, children with special educational needs and/or disabilities are supported well by caring practitioners who understand and support their individual needs. The progress check for children aged between two and three years is carried out in partnership with parents, and highlights any additional support children may require within the prime areas of learning.

Children show how they are developing early number skills through a variety of play experiences. For example, through imaginative play within the toy caf, children count out the correct number of coins to pay for their cup of tea. A game of dominoes reinforces counting and number recognition. Skilled practitioners keep children engaged and focussed. For example, children sit, watch and listen attentively during group time. Children are able to use a variety of media to make marks, promoting early literacy skills. The use of technology is also supported as children use computers to draw pictures. They are able to print out their creations and display their smiley face pictures on the wall. Consequently, children throughout the nursery are gaining a good range of skills to support their future learning and their move onto school. Good quality questioning is generally used well to extend children's communication and language skills and help their critical thinking. However, not all practitioners are as skilled and sometimes questioning to extend and enhance learning opportunities further is not forthcoming. For example, a practitioner put on a safety helmet in the construction area but did not utilise the opportunity to extend children's learning by asking questions about why they are worn and how they keep you safe.

Practitioners build good relationships with parents and ensure they are involved in their children's learning from the start. Parents are asked to complete an individual all about me book on their child's settling in session, to enable practitioners to gain as much information about the children's preferences and general routines. A parents evening takes place annually and parents are provided with regular opportunities to contribute to their children's learning journal and add their comments to practitioners assessments of their children's development.

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

Practitioners show an awareness of how to keep children safe from harm. However, children's safety is compromised as there are breaches in safeguarding practice, which means that children are not adequately protected. The necessary Disclosure and Barring Service checks have not been obtained for members of the management committee. Consequently, their suitability for the role has not been determined.

The key-person system ensures that children have a smooth transition from home, therefore, children enter eagerly at the start of a session and separate from their parents and carers with ease. Practitioners are kind and caring towards children and this contributes to the friendly and caring environment. Practitioners are sensitive to children's needs and they are on hand to comfort children when they are upset. This ensures children develop good bonds, feel safe and secure, and are emotionally prepared for their

next steps in learning. The pre-school also establishes links with the children's next setting. Links with local schools enable them to share information on children's learning and development. This helps to ensure continuity in learning and care when the time to move comes.

Children's behaviour is generally good. Practitioners skilfully help children to cope with their emotions, supporting them to take turns and share. For example, they use visual clues such as an hour glass timer and a musical egg, to help children wait and take turns during circle time. Children develop independence as they help themselves to the prepared snack and pour their own drinks. Children have daily opportunities for fresh air and exercise in the secure outside area. Their physical development is supported well as they climb up the climbing apparatus and zoom down the slide. Children ride bicycles around the track and enjoy racing each other, moving their bodies and developing strong muscles. They enjoy throwing bean bags through a hoop and high into the air, attempting to catch them. This develops their coordination skills. Practitioners support children's emerging understanding of healthy lifestyles through a specialised programme which promotes healthy eating and exercise. Children join in with exercise to music and gain an awareness of how their bodies work by feeling their heartbeats before and after physical exertion. Healthy eating activities take place to raise an awareness of different food groups, for example, children tasted cereal, rice, pasta and bread following a focus on energy foods.

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

Safeguarding practices are inconsistent because although Disclosure and Barring Service checks have been obtained for practitioners, to ensure their suitability to work with children, members of the management committee have not gone through these important checks as required. As a result, children's safety is jeopardised. Furthermore, Ofsted have not been informed of changes to the committee within the required timescales. This is also a breach of the legal requirements. This is because the provider does not fully understand the legal responsibility with regard to checking the suitability of all members of the committee. Consequently, understanding of the safeguarding and welfare requirements is not sufficiently robust. Practitioners have completed safeguarding training and demonstrate a sound understanding of the procedures to follow in the event they are concerned for a child's welfare. Practitioners carry out a daily risk assessment of the inside and outside areas. As a result, equipment is safe for the children and the outside area is free from hazards. All the relevant policies and procedures are in place and important information is clearly displayed on the notice board for parents.

Planning of activities is focussed on the children's interests whilst ensuring that individual needs are still met. The manager takes overall responsibility for overseeing the educational programmes, to ensure they are implemented effectively. In addition, she monitors children's learning records regularly, to make sure that they are up-to-date and that observations and assessments reflect children's learning and progress. As a result, any concerns regarding children's development are quickly identified and children with identified needs are supported well, with appropriate intervention, to help ensure they

reach their expected levels of development.

The manager and the practitioners reflect on practice and a self-evaluation and improvement plan is in place which continuously identifies their strengths and weaknesses. However, although there is a system to evaluate the provision, the manager had failed to identify significant weaknesses in the vetting procedures and subsequently, this has a potential negative impact on children's well-being. Failure to notify Ofsted of significant changes, within the specified 14 days has also not been identified through self-evaluation. Parent's views are valued and these are sought through the use of parent questionnaires and verbal feedback. This keeps them fully involved in any changes to the environment or service they receive. Positive relationships have been established with parents and they speak very highly of all practitioners. They describe practitioners as 'really friendly' and 'fantastic' and relate how they are always kept them informed about their children's development and learning.

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	302821
Local authority	Barnsley
Inspection number	867413
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	38
Name of provider	Barugh Green Pre-School Committee
Date of previous inspection	11/11/2008
Telephone number	01226 390810

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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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