

Barugh Green Pre-School

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



Inspection date

10 February 2015

Previous inspection date

18 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff are skilled practitioners who know the children very well and ably promote children's learning through their effective teaching skills.
- Staff effectively observe and assess children's development. They use the information to successfully plan an exciting range of activities for individual children, which builds on their existing skills and emerging interests.
- Children's independence skills are promoted well. They are able to make choices about their activities. In addition, they are encouraged to put on their own coats and shoes, pour their own drinks and help themselves to snack.
- Children are effectively safeguarded because robust systems are in place to ensure that all staff have a secure knowledge and understanding of child protection procedures, so they can act appropriately to safeguard children.
- The management team has worked hard to raise the overall quality of the pre-school. They have used self-evaluation to effectively target weaknesses and make improvements. As a result, staff are dedicated and highly motivated to ensure children benefit from a continually improving provision.
- Partnerships with other professionals and early years settings that children attend are strong. Consequently, continuity of care and learning is promoted effectively.

It is not yet outstanding because:

- The staff do not always obtain sufficient and precise information from parents about all areas of their child's prior learning. This means they do not have a fully comprehensive overview, from which to plan learning when children first start.
- Children's craft and artwork is not always displayed to allow them to develop greater levels of self-esteem and increased confidence in their own abilities.

What the setting needs to do to improve further

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

- introduce even more successful ways of supporting parents to share sufficient, precise information about what their children already know and can do when they first join the setting, in order to gain a comprehensive overview of each child's achievement from which to plan for their future learning
- strengthen opportunities for children to show and reflect on their successes and achievements, for example, by providing an area for children to display their own craft and artwork.

Inspection activities

- The inspector observed activities in the play areas.
- The inspector spoke with the manager, staff and children throughout the inspection.
- The inspector viewed a sample of the children's records.
- The inspector saw evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and some policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Helene Terry

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff have a good understanding of how children learn and develop. They use the home/pre-school book to share information with parents and promote continuity of care and learning. When children first start, parents give staff some information about children's prior learning. However, this information is not always sufficiently detailed to give the key person precise information about all children's prior achievements. As a result, staff do not plan to maximise learning from the very start. Children are motivated to learn well because they engage in a variety of stimulating experiences. Staff support children's communication and language skills effectively. This helps children gain the skills needed for their eventual move on to school. They encourage children to talk about and recall past experiences, such as their visit to the sealife centre. In addition, they help younger children put words together to build sentences.

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

The key-person system is robust. Staff get to know children well. They support their emotional well-being by ensuring each child is able to settle in to the pre-school at their own pace. Staff organise the indoor and outdoor environment with great care. They make sure that all children can independently select resources and follow their own interests. Children are well-behaved and show pride in their artwork. However, children do not have an area where their artwork can be displayed. Consequently, opportunities to further boost their self-esteem are not optimised. Children's good health is actively promoted. Through activities, such as 'Busy Feet' sessions, children learn about the benefits of a healthy diet, oral health and exercise. Parents are also encouraged to attend these sessions so that they can carry on these healthy practices at home. Staff effectively help children to understand how to stay safe through discussions and routines. For example, when water is spilt on the floor, staff talk with children about the possible dangers. As a result, children learn to assess risks for themselves.

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

The drive for improvement is good and has been effective in raising the overall quality of practice. Management have implemented robust procedures to protect children from harm. There are now strong recruitment and vetting procedures in place to ensure all committee members and staff are suitable to work with children. Staff are well qualified, and management support them in accessing training to further enhance their skills. For example, staff have attended mark-making and story and rhymes training to improve their teaching. The skills learnt have been effectively put into practice to enrich children's learning. The manager works alongside staff on a daily basis, and holds regular supervision meetings to ensure that children's needs are met. Management are currently working with the local authority to develop a more accurate system for monitoring the educational programme, so that gaps in groups of children's development is more clearly identified.

Setting details

Unique reference number	302821
Local authority	Barnsley
Inspection number	991975
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	43
Name of provider	Barugh Green Pre-School Committee
Date of previous inspection	18 September 2014
Telephone number	01226 390810

Barugh Green Pre-school was registered in 1996. The Pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 12.45pm and from 1.15pm until 4.15pm. The pre-school also operates a breakfast club each week day from 7.30am until 8.45am.

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