

# Great Barton Pathways

School Road, Great Barton, Bury St Edmunds, Suffolk, IP31 2RJ



## Inspection date

18 February 2015

Previous inspection date

4 March 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children demonstrate they feel safe and secure in the setting. They have developed trusting and respectful relationships with their key person. This helps the children to feel confident. Partnerships with parents are good. Parents actively participate in their children's learning and make regular contributions to children's progress records.
- The quality of teaching is good. Children are offered a wide range of experiences and activities that are highly stimulating. As a result, they are fully engaged in activities and experiences that promote all areas of their learning and development.
- Leadership and management are strong. The manager has a clear drive to improve and ensures that the setting regularly reviews and develops the already good practice. As a result, areas, such as the garden, are being developed to enhance children's explorative opportunities.
- Staff have a clear understanding of the safeguarding policies and procedures. They attend first aid and child protection training, to ensure they are up to date with the latest guidance. All staff members have had appropriate suitability checks. As a result, children are safe and secure in their environment.

### It is not yet outstanding because:

- Staff do not always maximise opportunities for children to develop their independence skills during everyday activities.
- Staff do not always offer opportunities for all parents to be involved even further in their child's assessment, by gathering detailed information of children's prior skills.

## What the setting needs to do to improve further

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

- enhance the already good opportunities children have to develop their independence skills, such as helping to lay the table and helping one another to pour drinks
- increase the information gathered from parents when children first attend the setting, in order to establish more precisely their prior skills, knowledge and understanding.

### Inspection activities

- The inspector observed activities in the play area inside, as well as the outside play space.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the manager of the setting and the committee.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at children's records, planning documentation, staff files and a range of other documentation, including policies and procedures to safeguard children's welfare.

### Inspector

Kerr Cobbett

## Inspection findings

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

The setting is well resourced and engaging for all the children. Staff are deployed well across the setting, to ensure that children remain engaged and stimulated in their play. Staff ensure that children's different learning styles are respected. They use their knowledge of individual children to promote learning well. For example, during a messy play activity, staff are aware of children's dominant hand and encourage them to use the appropriate scissors. This ensures children remain engaged in the activities. Children are supported well to develop the skills they need to be ready for school. Staff encourage children to write their name on their work and provide an environment rich in text. Staff have developed 'possible lines of direction sheets' to support children's individual needs and interests. They adapt activities well to meet the different ages of children throughout their sessions because they have a secure knowledge of their own key children. However, staff have not yet developed a rigorous system to gather children's initial starting points from parents in order to precisely establish their prior skills, knowledge and understanding.

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

Diversity is celebrated within the setting as part of the adult-led planning. When children go on their holidays, they are encouraged to contribute to displays, which help them to learn about the world around them. Staff make effective use of stories that celebrate different cultures and extend children's understanding of the world. Children enjoy discussing their own experiences over their lunch. Staff use these effective methods well to promote positive attitudes towards others. Consequently, children's emotional well-being is very secure in the setting. The children develop some independence skills as staff encourage children to dress themselves for outside play and tend to their own toileting needs. However, this is not fully promoted during snack times where staff pour drinks for children and do not seek to extend children's skills even further. Children enjoy a healthy snack, with a range of fresh fruits and vegetables available for children to choose from. Children take part in regular physical exercise. They are encouraged to develop their physical skills through taking part in simple games that develop coordination, and they have access to large apparatus on which to practise their larger movements.

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

The manager and committee complete an effective induction and supervision programme that promote staff's ongoing professional development well. Therefore, the quality of teaching is high. The setting's evaluation is strong and recently used to make improvements to the outside area, which has supported children's learning and development even further. Staff have developed effective methods to work collaboratively with parents, which supports children's learning at home. Parents are complimentary of the setting and comment on the significant progress their children have made.

## Setting details

<b>Unique reference number</b>	EY381254
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	858667
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	104
<b>Name of provider</b>	Great Barton Pathways Ltd.
<b>Date of previous inspection</b>	4 March 2009
<b>Telephone number</b>	01284 788258

Great Barton Pathways was re-registered in 2008. It is managed by a voluntary management committee, made up of the parents of children who attend the setting. The setting is open each weekday, from 8am to 6pm, for 51 weeks of the year. There are nine members of staff, seven of whom hold relevant qualifications at level 2 and above.

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