

Barn Owl Pre-School

Haydon Wick Primary School, The Brow, SWINDON, SN25 1HT



Inspection date

16 April 2015

Previous inspection date

17 January 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Leadership and management of the pre-school are strong and staff receive good support for their professional development.
- Staff organise a variety of useful experiences for children, so they make good progress in their learning.
- Staff promote child's personal skills very well. As a result, children behave very well, learn good manners and are keen to participate. This prepares them well for their future learning.
- Children are safeguarded well. All staff attend training so they know what to do should they have a concern about a child.
- Partnerships with parents are positive. Staff work with parents and other professionals to support children's needs.

It is not yet outstanding because:

- Sometimes group activities lose focus, which means that children become distracted and do not listen as well as they could.
- Staff do not make the most of opportunities to promote children's creativity.

What the setting needs to do to improve further

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

- develop further the support for children's skills in expressive arts and design, for example, by encouraging them to find their own ways to represent and develop their own ideas
- improve the organisation of group times so that all children remain interested.

Inspection activities

- The inspector observed children's activities and the quality of teaching, inside and out, and looked at the range of resources.
- The inspector spoke to staff and children at appropriate times and held meetings with the owner and manager.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working with the children.
- The inspector took into account the views of parents spoken to on the day.

Inspector

Karen Prager

Inspection findings

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

Staff effectively use their good knowledge and understanding of how children learn and develop. They seek information from parents about children's development and interests before they start to attend. This helps to give all children the best start in their learning. Staff accurately assess children's development. They share what the children are learning next with their colleagues and consider this when they plan activities. Staff engage children in learning that interests them, although opportunities for children to develop skills in art and imagination are less extensive than other areas of learning. Staff take positive steps to promote children's language development. For example, they encourage children to listen to the sounds they can hear outside. Children are keen to learn and they settle quickly for free play and group activities. Staff do not plan sufficiently to ensure all children remain focussed at group times. This does not maximise opportunities for children to develop their concentration. However, the good all-round teaching gives children secure foundations for their future learning.

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

Children settle well because staff greet them with a warm welcome. Children happily enter the playroom, wave to their parents and quickly settle to play with their friends. The pre-school has a good range of resources to support children's learning. Children develop good personal skills. They learn to independently wash their hands and help to tidy away toys. Staff encourage children to say 'please' and 'thank you' during snack times, and children have a good understanding of the behaviour that is expected of them. This helps children to form friendships. They learn to keep safe, for example, by not running indoors. Children enjoy playing outside daily and this promotes their physical development. These activities promote children's physical well-being effectively.

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

Staff fully understand their responsibility to keep children safe and promote their learning and development. They work closely to provide a safe and secure environment for children. The team has effectively addressed recommendations from the last inspection to help ensure the provision continues to evolve. The manager checks children's progress through regular discussion, observation of staff practice and reviews of children's development records. Staff receive good support in their professional development. For example, training has helped them to improve the quality of teaching by looking at what makes learning effective. Staff have useful links with other local providers and professionals, and they share knowledge to develop the quality of the provision.

Setting details

Unique reference number	EY413337
Local authority	Swindon
Inspection number	832080
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	24
Number of children on roll	56
Name of provider	Christine Webb and Debbie Waldron Partnership
Date of previous inspection	17 January 2011
Telephone number	01793 791 903

Barn Owl Pre-school registered in 2010. It is situated in Haydon Wick, Swindon, Wiltshire. The pre-school opens weekdays, from 9am until 3.10pm, term time only. The pre-school employs six members of staff. The manager holds Early Years Professional Status, and two members of staff have relevant qualifications at level 3. The pre-school is in receipt of funding for the provision of free early education for children aged three and four.

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