

# Barton Pre School

Barton Methodist Church Hall, Cliffe Road, New Milton, Hampshire, BH25 7NA



## Inspection date

27 April 2015

Previous inspection date

15 July 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Assessments of children's progress are inconsistent across the staff team. Systems for monitoring the accuracy of assessment are not currently sufficiently developed to check that all children are progressing well.
- Staff do not focus sharply on children's needs and interests when planning activities. This means that some activities lack appropriate challenge and children are not always well engaged in their learning.
- Staff do not always help children effectively to manage their behaviour.
- Staff do not always organise resources to keep children motivated and engaged.

### It has the following strengths

- Staff safeguard children appropriately. They have a clear understanding of child protection issues and procedures. This knowledge helps to promote children's welfare.
- Management is committed to continuous improvement. The pre-school committee encourages staff to attend training and improve their qualifications.
- Staff are welcoming, friendly and approachable. Home visits help establish children to settle and form strong bonds with their designated special person.
- Robust recruitment procedures ensure staff are suitable to work with children.

## What the setting needs to do to improve further

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

- ensure staff gain information from parents about children's changing interests and abilities and use it to complete regular, precise assessments of children's learning to plan interesting activities

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

- ensure staff consistently apply effective strategies and provide clear guidance to children in regard to expectations for their behaviour
- improve the provision of resources so that all children have those they need to support their play activities.

### Inspection activities

- The inspector made observations of children at play indoors and outside, and of the quality of teaching.
- The inspector had discussions with the manager, staff and children.
- The inspector completed a joint observation with the manager.
- The inspector examined a range of documentation, including children's records, policies, and staff recruitment and training records.
- The inspector spoke to parents and considered their views.

### Inspector

Tracy Hughes

## Inspection findings

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

Children enjoy their time at pre-school. They develop the skills they need to start school. Staff help children to develop an interest in books because they provide an inviting book area and read stories enthusiastically. Staff provide good opportunities for children to learn about numbers and counting. For example, children count how many jugs of water are required to fill a range of containers. Staff recognise some children's interests in play and use these to plan activities. However, not all staff observe children's play regularly enough or use on-going information from parents to support children effectively or plan challenges to extend their learning. This leads to some children losing interest in activities quickly. This occasionally leads to deterioration in behaviour, which staff do not always manage well. This all slows learning.

### **The contribution of the early years provision to the well-being of children requires improvement**

Staff form secure attachments with children. These relationships ensure children settle quickly and gain confidence. Home visits help establish good relationships with parents and enable staff to gather information about children's starting abilities. Daily 'wake and shake' sessions help children to learn about the importance of physical activity. Staff meet children's physical needs well. They teach children the importance of good hygiene routines. Staff encourage children to take responsibility by being 'the snack helper'. This role contributes to promoting confidence in readiness for the next stage of learning. The environment is safe. Children develop their independence as they decide what to play with. However, on occasions staff do not organise resources well, such as when there are no dolls available for children to pretend these are 'babies' when using the toy pushchair.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

The experienced manager makes sure staff understand their roles and responsibilities. Staff meet the safeguarding and welfare requirements. Staff aspire to update their qualifications through ongoing training and under encouragement from the committee. However, performance management and supervision procedures do not effectively focus on improving the quality of teaching, although new systems are being introduced. The manager monitors children's progress; however, currently systems are not updated regularly enough to ensure all children make good progress and that children are being challenged. Nevertheless, the staff have addressed recommendations from the previous inspection and have improved the key-person role. The pre-school shares information with other early years settings children attend. There are well established links with local schools to aid the transfer process when children leave the pre-school.

## Setting details

<b>Unique reference number</b>	507929
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	842256
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	30
<b>Name of provider</b>	Barton Pre School Committee
<b>Date of previous inspection</b>	15 July 2010
<b>Telephone number</b>	07960 996244

Barton Pre School started in 1992 and registered with Ofsted in 2001. It is located in Barton-on-Sea near New Milton. It opens five mornings a week during school terms. Sessions operate between 9.15am and 11.45am with an optional early start at 8.45am on Thursdays. A lunch club is available between 11.45am and 12.45pm on Mondays, Thursdays and Fridays. There are seven staff including the manager. One member of staff holds Early Years Professional Status and six hold early years qualifications at Level 3 or above. The pre-school committee receives funding to provide free education for children aged three- and four-years-old.

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