

Barika Pre-School

Malpas Alport Primary School, Chester Road, MALPAS, Cheshire, SY14 8PY



Inspection date	7 July 2015
Previous inspection date	17 January 2012

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		Outstanding	1
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

- The quality of teaching is good. The children are eager and motivated to learn, and enjoy a wide range of activities across all areas of learning. As a result, all children make good progress in their learning and development.
- Children demonstrate a high level of independence and show that they enjoy playing and learning, as they investigate and explore with confidence.
- Children's move on to school is supported well, through the close relationship the pre-school has with the host school.
- Staff value all children as unique individuals. As a result, all children are fully included and their emotional well-being is promoted. They learn to understand and respect the needs of others as staff are good role models.
- The management team are enthusiastic about what they do and want the best for children. They demonstrate a strong commitment to improving the quality of care and teaching by reflecting on their practice and putting in place plans for improvement.
- Children are protected from harm. Staff are qualified in paediatric first aid. Safeguarding practice is regularly discussed, and policies and procedures are implemented very well.

It is not yet outstanding because:

- Sometimes, children are distracted from listening to, and concentrating on, adult-led activities.

What the setting needs to do to improve further

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

- help children to listen and concentrate without distraction during adult-led activities, for example, by reviewing the organisation of routines and other activities that take place simultaneously.

Inspection activities

- The inspector viewed all areas used by the children, including the outdoor environment.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector observed play and learning opportunities for children, and spoke to staff and children at appropriate times.
- The inspector carried out an interview with the manager and looked at a range of documents, including children's assessment and tracking records, a sample of the policies and procedures and the provider's self-evaluation form.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector

Ron Goldsmith

Inspection findings

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

Staff extend children's learning as a result of careful and well-focused observations. They use skilful questioning and generally encourage children's thinking through activities which are interesting. For example, children thrive in investigating the outdoor play area. Younger children use their investigative skills to find out things for themselves. They enjoy the mud kitchen and making pies. Staff know their key children well. They identify their next steps in learning and effectively track the progress they make. Staff quickly identify children with special educational needs and/or disabilities. They put together targeted support plans which successfully help children to make good progress given their starting points. Staff encourage older children to recognise number, shape, letters and some new words and sounds. Challenging and stimulating activities promote children's interests and motivate them to continue learning. However, sometimes the organisation of adult-led activities does not always take account of children's excitement or other distractions. This means that children's listening and concentration skills are not always fully promoted.

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

Staff have excellent relationships with children. Care practices significantly enhance children's emotional and physical well-being. Children benefit from a welcoming, well-organised and interesting environment. The caring, supportive and nurturing staff ensure all children feel valued, safe and secure. Children's self-esteem is extremely high because staff continually praise their efforts and achievements. Staff involve them in constant conversation to ensure they are learning to communicate well. Children are learning to live healthily and their daily routine ensures there is plenty of fresh air and exercise. Staff help children to develop independence and investigation skills as they play. Outdoors, they grow flowers and vegetables and talk about the natural world, using magnifying glasses to look closely at snails. This widens children's experiences and knowledge.

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

The management team is strong and has a very good knowledge of the learning and development requirements and how to keep children safe. There are rigorous recruitment procedures to check that staff are suitable for their role. The pre-school successfully monitors and reviews the quality of teaching and children's progress. The management team support staff's professional development through appraisals and observations of their practice. Staff are supported to attend a variety of training courses and are encouraged to use their teaching qualifications and the skills they gain to improve learning outcomes for children. Parents are provided with plenty of information about their child's day and are valued as partners in children's care and learning. This helps to ensure continuity between the home and pre-school. Partnerships with the on-site school are extremely good and children regularly participate in school activities. This helps to prepare them emotionally for the move to school, when the time comes.

Setting details

Unique reference number	EY431362
Local authority	Cheshire West and Chester
Inspection number	853201
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	45
Name of provider	Sara Ann Morgan
Date of previous inspection	17 January 2012
Telephone number	07763 074 300

Barika Pre-School registered in 2011. The pre-school is privately owned and operates from Malpas, Cheshire. It is open five days a week from 9am until 3pm during school term times only. It provides funded early education for two-, three- and four-year-old children. The pre-school employs six members of staff and all hold relevant early years qualifications. One has a degree, one holds Early Years Professional status, and four members of staff are qualified to level 3.

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