

Heath Barn Pre-school

St. Leonards Heath & Reach VA Lower School, Thrift Road, Heath and Reach,
LEIGHTON BUZZARD, Bedfordshire, LU7 0AX



Inspection date

25 November 2015

Previous inspection date

11 November 2011

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

Summary of key findings for parents

This provision is inadequate

- The committee members who take responsibility for the pre-school have not fully complied with their legal responsibility to notify Ofsted about the appointment of new members. Therefore, Ofsted has not been able to carry out checks to confirm their suitability to lead the setting, which places children at risk.
- There is a lack of organisation for supervising the work of all staff. This has led to the manager not having support and supervision in her role for a significant period of time.
- Staff do not always give children opportunities to make choices and express preferences.
- The information gathered from tracking progress made by groups of children is not used with best effect to support all children to make the best possible progress.

It has the following strengths

- Staff provide good quality teaching and learning experiences for children. Activities are well matched to children's needs and offer them challenge and stimulation.
- Staff include parents in children's learning and encourage their involvement in steering the pre-school and shaping its practice.
- Staff place importance upon helping children to develop their literacy and mathematical skills in readiness for moving on to school. Resources are plentiful and creative, supporting children's interest in writing and counting.

What the setting needs to do to improve further

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

	Due Date
<ul style="list-style-type: none"> ■ ensure that new committee members provide all the required information to enable Ofsted to make a decision about their suitability for the role 	31/12/2015
<ul style="list-style-type: none"> ■ implement a programme of supervision and support for all staff, including the manager. 	31/12/2015

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

- encourage more opportunities for children to become independent in making choices and expressing preferences
- make better use of the information gained from tracking groups of children to support all children to make the best possible progress.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school manager, the chairperson and a further committee representative. She looked at relevant documentation, such as the pre-school self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is inadequate

The committee which runs the pre-school has changed members. A lack of clear change-over procedures and insufficient knowledge of some requirements have caused a delay in checking the suitability of these people. The pre-school has not met its legal obligation to give Ofsted all required information relating to the appointment of new committee members and therefore appropriate suitability checks have not been carried out. As a result, arrangements for safeguarding children are not effective. Staff and committee members know their responsibilities for reporting any concerns about children's welfare to the relevant professionals. The information that staff gather by tracking the progress made by groups of children is not used with good effect to support all children to make the best possible progress. The manager carries out regular supervisions of staff work. However, the committee, which is responsible for the work of the pre-school, has not carried out supervision of the manager's work for a significant period of time. Despite the lack of support and coaching, the manager is a motivated individual who has a high level of qualification and all staff attend regular training. This has meant that, regardless of the lack of monitoring by the leadership at the pre-school, teaching and learning have remained at a good standard for children. Staff work closely with other settings and the teachers from the local school

Quality of teaching, learning and assessment is good

Staff are good teachers who care about their work. They provide creative activities and show their enthusiasm through their involvement in children's play. Group activities are very well led by staff. Every opportunity is taken to promote children's communication and language. Children develop into confident talkers who express their ideas clearly. Each member of staff knows the children individually and supports their next steps in learning effectively. The outdoor area is enticing and offers children a wealth of opportunities to develop their physical skills. Children talk with delight about 'dinosaur land' and role-play workshops. Staff build on children's interests and offer them further ideas and resources. Clear starting points and detailed observation and assessment track the consistently good progress that individual children make at the pre-school.

Personal development, behaviour and welfare are inadequate

Children's safety cannot be assured because the suitability of the committee members has not been confirmed. On occasion, staff do not give children opportunities to make choices and express preferences, for example, at snack time. Staff manage children's behaviour with a consistent and supportive approach. This helps children to understand what staff expect of them and the ways that they should behave. Children have free choice to come and go into the outdoors as they please. This supports children who prefer to learn outdoors. Staff cuddle children if they arrive at the pre-school and do not initially settle. Key people work with parents to help children to feel emotionally secure and ready for their learning. Staff provide thoughtful activities that help children to share their ideas and listen to each other. Children display confidence as they talk about things they like and what interests them.

Outcomes for children are good

Staff support children to gain the skills that they need for starting school. Children make good progress in their learning and development from their individual starting points. The manager reviews the development of all children to help identify when they need extra support.

Setting details

Unique reference number	EY426495
Local authority	Central Bedfordshire
Inspection number	852687
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	24
Number of children on roll	43
Name of provider	Heath Barn Pre-school Committee
Date of previous inspection	11 November 2011
Telephone number	01525237172

Heath Barn Pre-school was registered in 2011. The pre-school employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including the manager who is a qualified early years teacher. The pre-school opens from Monday to Friday. Sessions are from 9am until 12pm and 12pm until 3pm, term time only. The pre-school provides funded early education for two-, three- and four-year-old children.

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