

Barrowby Pre School

Barrowby Sports Pavillion, Low Road, Barrowby, GRANTHAM, Lincolnshire, NG32 1DL



Inspection date	26 November 2015
Previous inspection date	25 November 2011

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

Summary of key findings for parents

This provision is good

- Staff are well qualified and committed to developing their good teaching skills. They attend a variety of network meetings and training events. This helps them to evaluate their practice and enhance their knowledge further.
- Partnerships with parents are strong. Parents share information about their children's current interests and any new skills children have gained at home. Staff use this to celebrate children's achievements and provide continuity in their learning.
- The key-person system works effectively. Staff know children's families well and form close attachments with children. They build children's self-esteem through good quality interactions. As a result, children are confident learners and behaviour is good.
- Staff encourage children to talk about their likes, dislikes, feelings and emotions. Children demonstrate good communication skills and are happy to express their opinions.
- Staff carry out regular and precise assessments for all children. They use this information to plan suitably challenging activities. All children are reaching development levels typical for their age and some are exceeding expectations.

It is not yet outstanding because:

- Some children are easily distracted and tend to move frequently between activities. They are not fully supported by staff to maintain focus and sustain high levels of involvement in their learning.
- Staff do not provide a broad range of experiences for children to find out about different communities, customs and faiths.

What the setting needs to do to improve further

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

- build on children's developing concentration skills so they become highly motivated and deeply involved in their learning
- provide children with a greater variety of opportunities to learn about different people and communities beyond their everyday experiences.

Inspection activities

- The inspector observed the children's play indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager.
- The inspector held a discussion with the provider and spoke with staff at appropriate times during the inspection.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector reviewed a range of documentation, including policies and procedures, children's records and self-evaluation.
- The inspector checked evidence of the qualifications and suitability of the staff.

Inspector

Emma Woollard

Inspection findings

Effectiveness of the leadership and management is good

The manager closely monitors the educational programme. She identifies any gaps to ensure staff plan experiences across all areas of learning. She also analyses the progress of groups of children, including those in receipt of additional funding. Any attainment gaps are identified and support is put in place. Staff attend regular supervision sessions and evaluate their practice. They access a varied programme of professional development, focused on raising the quality of teaching even further. Following attendance on courses, staff share the knowledge they have gained and implement improvements to the provision. Safeguarding is effective. Staff are knowledgeable about child protection issues. Training is planned in response to any changes in safeguarding legislation. This means that staff fully understand their current duties to protect children's welfare. Staff value partnerships with other professionals and visit other settings children attend. Consequently, children make good progress as there is a combined approach.

Quality of teaching, learning and assessment is good

Staff plan a varied range of interesting activities that takes into account children's interests and what they need to achieve next. Children enjoy using fine brushes in the coloured sand to practise forming shapes and numbers. They have access to everyday items that encourage curiosity and inspire children to think of different uses for the resources. Children follow their own ideas and create unique projects. Staff provide props for imaginative role play to link in with children's first-hand experiences, such as a trip to the hairdressers. Staff pose questions to extend children's thinking and reasoning skills. This helps them to gain the skills needed for the next stage in their learning. Children listen intently during group discussions. They are confident to ask questions and make predictions. Staff work closely with parents to help children settle quickly and plan for their development from the start. Parents are kept informed of planned activities through displays and regular newsletters. They access an online system to check on their children's progress and post comments from home. Families enjoy ongoing stay-and-play sessions where they participate in activities and see how the children learn.

Personal development, behaviour and welfare are good

Children arrive at pre-school happy and excited to see their friends. They receive a warm welcome from staff and attendance is good for all children. The environment is well organised so children can make choices. Staff supervise children well to ensure their safety. Children use their problem-solving skills to build an obstacle course using planks of wood and tyres. They learn to cooperate with their friends and work as a team. Children show good coordination as they balance on the planks. They are learning to take manageable risks and develop a sense of achievement as they reach the other side. Healthy snacks and daily outdoor exercise help to support children's well-being.

Outcomes for children are good

All children make good progress in their learning and development. Where gaps in levels of attainment exist, these are beginning to close due to targeted intervention. Children are well prepared for their next stage of learning, including the move on to school.

Setting details

Unique reference number	EY425376
Local authority	Lincolnshire
Inspection number	852582
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	32
Number of children on roll	25
Name of provider	Barrowby Pre-School Committee
Date of previous inspection	25 November 2011
Telephone number	07415450311

Barrowby Pre School was registered in 2011. The pre-school operates from Monday to Friday during term time. Sessions run from 9am to 12 noon on Monday, Wednesday and Friday and from 9am to 1pm on Tuesday and Thursday. There are seven members of staff employed, of whom one holds Qualified Teacher Status, one holds an Early Years Teacher qualification, one is qualified to level 6, one is qualified to level 4, and two are qualified to level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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