

# Barnack Pre-School

School Road, Barnack, Stamford, Lincolnshire, PE9 3DZ



## Inspection date

8 February 2016

Previous inspection date

21 June 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The committee and management team work exceptionally well together. Highly effective communication and respect result in staff being very well supported.
- Managers and staff undertake continual reflection of practice and develop robust action plans to enable them to respond to children's changing needs. They are committed to continually looking at ways to develop children's thinking and how to link their ideas and experiences together.
- Parents speak very highly about how friendly and approachable the staff are. They express deep satisfaction about how the whole family is supported, particularly during the settling-in process when children first start.
- Children benefit from the exceptional partnerships the staff have with their parents and with the school. Staff make excellent use of information from home to inform astute planning. Children become familiar with the school as they visit and use the facilities. The manager has regular meetings with the relevant teachers to promote a consistent approach for children.
- Children are exceptionally well prepared for moving on to school. They are rapidly developing skills for their future learning. They are self-reliant and confident in approaching staff to ask for assistance as they need it.
- The staff team are highly skilled in teaching. They provide consistently high-quality interactions with children during their play. Staff successfully extend children's vocabulary and promote children's confidence to lead their own activities.
- Children's safety is given high priority. Staff are vigilant in their supervision during activities and children's arrival and departure times. Staff are deployed most effectively throughout the session to enable children to move freely but safely between the indoor and outdoor activities.

## What the setting needs to do to improve further

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

- review the impact of the planned changes and improvements on children's ability to make even more connections between their ideas and experiences.

### 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 and with two members of staff. She looked at relevant documentation, such as, children's records, the pre-school's self-evaluation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Melanie Eastwell

## Inspection findings

### Effectiveness of the leadership and management is outstanding

The management and staff team set extremely high standards for themselves in relation to their teaching and care of children. Children's happiness and successful learning are at the centre of everything they do. The reflective culture means that staff swiftly make adaptations and changes to the activities or how they use the available space as necessary. They are keen to evaluate the impact of proposed new changes on children's achievements. Staff use detailed, accurate monitoring of children's progress to inform the planning for individuals and for groups of children. This ensures that all children are provided with the correct support to help them make the best progress they can. The arrangements for safeguarding are effective. Leaders carry out robust recruitment and induction procedures to assess staff's suitability to work with children. There is effective ongoing supervision and monitoring of staff's practice. The provider's commitment to continuous professional development of staff results in their rapidly growing confidence. This has a positive impact on the quality of teaching and children's outcomes.

### Quality of teaching, learning and assessment is outstanding

The key-person system is very well established. Staff know children extremely well. They use observations to identify children's starting points and next steps in learning. Staff are skilled in extending children's interest and learning through linking activities together, both indoors and outside. They recognise that some children prefer to learn outside and make excellent use of the garden area to promote children's curiosity. Children delight in using the hollowed out tree stump as they throw the balls in with increasing accuracy. Children spend sustained periods of time at their chosen activities. They use tools, such as scissors and kitchen implements to shape and explore play dough. Staff make additions, such as using letter-shaped cutters, to extend children's literacy as well as creativity. Children become completely immersed in the activity, consolidating their learning.

### Personal development, behaviour and welfare are outstanding

Children are extremely confident and happy in this pre-school. They quickly settle to their chosen activities when they arrive and separate from their parents with ease. Children's behaviour is excellent. They understand the daily routines and the staff are positive role models for them. Children respond to the timely reminders from staff that tidy-up time is imminent and recognise the songs that prompt them to come together for group times. Staff manage their time with children extremely well. They provide group activities for children of different ages and abilities which results in the planned activity being pitched correctly for children taking part. Children learn about the risks involved in their activities. Staff demonstrate and talk to them about how to safely chop up vegetables using knives and cutting boards.

### Outcomes for children are outstanding

All children make rapid progress, preparing them for future learning and school. They are learning to be independent as they put their boots and coats on ready to go outside. They recognise their own names and refer to familiar words in displayed text. They also take great pride in sharing examples of their early attempts at writing.

## Setting details

<b>Unique reference number</b>	260892
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	854968
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Barnack Pre-School Committee
<b>Date of previous inspection</b>	21 June 2011
<b>Telephone number</b>	01780 749355

Barnack Pre-School was registered in 1991 and is managed by a committee. The pre-school employs seven members of childcare staff. Of these, five staff hold appropriate early years qualifications ranging from level 3 to level 6. The pre-school opens from Monday to Friday during term time. Sessions are from 9am until 3pm. The pre-school provides funded early education for two, three- and four-year-old children.

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