

# Barnhill Preschool Playgroup

Poplar Grove Centre, Poplar Grove, Wembley, Middlesex, HA9 9DB



|                          |                  |
|--------------------------|------------------|
| <b>Inspection date</b>   | 24 February 2016 |
| Previous inspection date | 21 April 2009    |

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Good               | 2        |
| 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 dedicated and inspirational management team works tirelessly to provide the highest quality of care for children and their families. The pursuit of excellence in all that they do helps to achieve the highest outcomes for all groups of children.
- Extremely well-qualified staff draw on their expert knowledge to provide rich and imaginative experiences that enthuse and engage all children to take part.
- Extensive programmes sharply focus on supporting children's communication and language development. Staff skilful use of questions results in even the quietest children now proud to talk about and share their achievements.
- Exemplary working relationships between the well-established staff team provide an exceptional example to children as they learn expected ways to behave. In addition, staff regularly observe each other's practice and welcome feedback to improve.
- The Early Years Professional makes a substantial contribution to this high quality provision. She reviews comprehensive childhood research papers and adapts sections so that recognised good practice can be applied. In addition, she takes responsibility for her own group of children in order to disseminate her expert practice to others.
- There are many bilingual members of staff. They translate words and phrases into children's home language to help all children as they join and settle into a new routine. Children's levels of well-being and interaction with others are monitored rigorously.
- Successful strategies have seen a sharp increase in parental engagement. Many parents take children's files home eager to include their own contributions. Parents have high praise for the staff and comment on the significant progress that their children make.

## What the setting needs to do to improve further

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

- continue to consider ways to minimise the very minor disruptions caused by other users of the building as parents arrive to collect their children.

### 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 Early Years Professional and held discussions with the provider, manager and some other members of staff.
- The inspector held a meeting with the pre-school provider, manager, deputy manager and Early Years Professional. She looked at relevant documentation, such as the self-evaluation form, external evaluations, policies and data analysed in relation to children's development.
- The inspector spoke to a large selection of parents and carers during the inspection and took account of their views.
- The inspector saw evidence of the qualifications and suitability of all persons working on the premises and other documentation in relation to the safeguarding and welfare requirements.

### Inspector

Rachel Pepper

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

The dedicated staff take part in rigorous self-evaluation to support ongoing, sustained improvement. Safeguarding is effective. The safeguarding officer takes prompt advice for even the smallest of concerns to create a culture of vigilance. The manager completes precise analysis of data gathered to review and continually enhance children's learning. She checks children's development so that they all reach their full learning potential. In addition, staff receive ongoing support and termly guidance from the management team to maintain their high quality teaching. Staff express extreme satisfaction in their roles.

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

Staff gain an excellent understanding of each child's abilities through high quality observation and assessment methods. Highly challenging activities promote children's next steps in learning. Children use their imagination in the home corner as they play shops with staff. They learn real-life skills as they wait their turn and understand that there will be consequences if they fail to pay. Outdoors they concentrate for long periods as they investigate the changing properties as ice melts to reveal objects frozen inside. Children demonstrate competent mathematical skills, with children as young as two years using numbers to count in sequence. Staff fully immerse themselves in children's play. For instance, they lay down to encourage children to draw around them to compare different sizes.

### **Personal development, behaviour and welfare are outstanding**

Children behave exceptionally well and listen intently to staff. The promotion of equality and diversity is at the heart of the setting's work. For example, staff lead activities to celebrate cultural traditions other than their own, and children wholeheartedly respect and embrace the views of others. Children demonstrate very good self-help skills: they dress themselves and competently use the wash station to clean their hands before snack. Children have gained an excellent knowledge of nutritious foods they have tried at pre-school. Children share information with their parents and encourage them to introduce more fruits and vegetables at home. Health professionals and other experts contribute to the children's exceptional knowledge of how to keep themselves safe and well.

### **Outcomes for children are outstanding**

Children thrive in this highly stimulating, meticulously planned environment. Children make decisions about their day and show curiosity as they relish in the abundance of rich learning opportunities. All groups of children make consistently high rates of progress from their starting point assessment. Identified gaps are swiftly addressed and closed rapidly. Children demonstrate high levels of independence, language skills and motivation to learn. Children are extremely well prepared for the next stage in their education.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | 137762                   |
| <b>Local authority</b>             | Brent                    |
| <b>Inspection number</b>           | 841262                   |
| <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>      | 40                       |
| <b>Number of children on roll</b>  | 40                       |
| <b>Name of provider</b>            | Barbara Maria Evans      |
| <b>Date of previous inspection</b> | 21 April 2009            |
| <b>Telephone number</b>            | 07982 044 311            |

Barnhill Pre-school Playgroup opened in 1967 and registered in 1992. It operates from the large hall within the Poplar Grove Centre. The pre-school employs 10 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one member of staff who holds Early Years Professional Status. The pre-school opens from Monday to Friday, term time only. Sessions are from 9.15am until 1pm. The pre-school provides funded early education for children aged two, three and four years. It supports children who speak English as an additional language and those who have special educational needs.

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