

# Barton Pre-School

Barton Methodist Church, Cliffe Road, Barton on Sea, New Milton, Hampshire. BH25 7PA



<b>Inspection date</b>	22 March 2016
Previous inspection date	27 April 2015

	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
<b>The quality and standards of the early years provision</b>			
	Previous inspection:	Requires Improvement	3
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

- Concerted action has been taken since the last inspection. Staff have worked hard to improve the quality of provision.
- The quality of teaching is consistently good. Staff are skilled in tuning into children's interests and supporting their learning through play and well-planned activities.
- Children thoroughly enjoy the pre-school session and have good attitudes towards learning. They develop very positive relationships with adults and their friends and are engaged in a wide selection of activities. As a result, they make good progress in their learning.
- The leadership team is fully committed to making continuous improvements. They have sought help from the local authority and make sure staff keep their knowledge and skills up-to-date.
- Parents and carers are fully involved in their children's learning and development. They regularly share information about what children are interested in at home and staff plan relevant activities to extend this.

### It is not yet outstanding because:

- Although staff regularly check that boys are learning as well as girls, they are not yet using information in different ways to make sure other groups of children learn well too.
- The leadership team has not encouraged staff to review the quality of their teaching and help them reflect on how they can develop their practice further.

## What the setting needs to do to improve further

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

- make better use of the information recorded about how children learn to ensure that different groups of children always make progress and that any gaps in learning are closing
- develop systems for staff to reflect on their practice and make all teaching outstanding.

### Inspection activities

- The inspector observed the quality of teaching and support for children's learning, both inside and outside.
- The inspector talked to staff and asked them how they assessed children's learning needs and monitored their progress.
- The inspector looked at a range of documentation, including records of children's learning, safeguarding policies, staff training certificates, the pre-school's self-evaluation and action plan, and confirmation of staff suitability checks.
- The inspector carried out a joint observation with the pre-school manager and assessed how well senior staff monitor staff practice and identify training needs.
- The inspector spoke to parents who were helping in the pre-school and obtained their feedback on the quality of provision.

### Inspector

Jo Caswell, Her Majesty's Inspector

## Inspection findings

### Effectiveness of the leadership and management is good

The manager and supervisor work together well. They share the same vision and are both dedicated to providing high quality practice. Safeguarding is effective. Staff fully understand their responsibilities in keeping children safe. Staff meet regularly to discuss their practice and share ideas together well as a team. They are dedicated towards improving their skills, but procedures to identify how they can further improve their teaching are still to be developed. Partnerships with schools, the children's centre and other early years settings children attend are good.

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

Staff plan for children's learning well. They work closely with parents and carers to identify how children prefer to learn and where they like to play. This means every child's needs are consistently planned for. Staff carry out regular checks to ensure each child is learning and making progress. Clear planning shows how activities are changed and adapted effectively to ensure that every child is challenged well and makes good progress in their learning and development. Staff fully understand the importance of observing what children are doing and knowing when to interact in their play to extend their learning. All areas of the pre-school are presented to a very high standard. Resources are plentiful and good attention is given towards building on children's interests. For example, staff planned an activity in response to children's growing interests in ladybirds. The climbing frame was recently turned into a spaceship in response to children's fascination with space.

### Personal development, behaviour and welfare are good

Children behave very well. They arrive at pre-school enthusiastically and ready to learn. Staff are very caring towards the children and know each of their personal preferences very well. As a result, children settle quickly. Good teaching means that children learn about a wide range of festivals and cultures. They regularly attend church services and visit the local area to help them understand the community where they live. For example, they walked to the post office to buy stamps and post letters they had written. Fundraising events help children develop a clear understanding of the different needs of others.

### Outcomes for children are good

Throughout the pre-school session, children are busy, fully engaged and absorbed in their learning. They concentrate for long periods and develop good speaking and listening skills as staff interact appropriately. Children develop good levels of independence and begin to take responsibility for carrying out daily tasks, such as preparing the snacks. They are curious and interested in what is happening as staff encourage children to ask questions, to explore in their play and to find things out for themselves. Boys have recently significantly improved their interest in, and understanding of, numbers as staff have used boys' favourite activities to develop their mathematical awareness. Children who are learning English as an additional language make good progress as staff work closely with their families and support them to learn new words and communicate with staff and their friends.

## Setting details

<b>Unique reference number</b>	507929
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	1037530
<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 - 5
<b>Total number of places</b>	26
<b>Number of children on roll</b>	27
<b>Name of provider</b>	Barton Pre School Committee
<b>Date of previous inspection</b>	27 April 2015
<b>Telephone number</b>	07960 996244

Barton Pre-School has been registered since 1992. It is managed by the church and has been established in the area for over 40 years. The pre-school is located in Barton on Sea near New Milton and opens five mornings a week during school terms. Sessions operate between 9.15am and 11.45am. A lunch club is available between 11.45am and 12.45pm on Mondays, Thursdays and Fridays. A team of five staff work with the children. Of these, four hold recognised early years qualifications. One member of staff is qualified to degree level. The pre-school receives funding to provide free early education for children aged two, three and four years.

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