

Barnetby Under Fives

The Village Hall, Silver Street, Barnetby le Wold, Barnetby, South Humberside, DN38 6HS



Inspection date

Previous inspection date

22 June 2016

6 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Clear plans are in place to evaluate the pre-school to identify and address any areas for development. Tasks and responsibilities are delegated to leaders, staff and the committee; progress is robustly monitored to secure improvements.
- Leaders and staff regularly observe children and monitor their progress. They identify individual next steps, and through their teaching help children to achieve their goals and catch up where at risk of falling behind.
- Staff know their families well. They take time to talk with parents when they come to them for support and guidance or to check on their child's progress. Staff do all they can to help families and meet the needs of the children.
- Great emphasis is placed on establishing strong relationships between staff and children. This has proved particularly successful in helping children who are shy and lack confidence to settle into playgroup and move to school.
- Staff accompany children on visits to the local school and share what they know about the children. This ensures all are fully informed to meet the children's needs and support their progress right from the start.

It is not yet outstanding because:

- Leaders do not ensure staff are provided with clear targets and guidance on how to improve their teaching to an exemplary level to achieve excellent outcomes for all children.
- The current equipment, resources, routine and deployment of staff do not ensure all children are actively encouraged and enabled to regularly access a wide range of exciting and highly stimulating play and learning opportunities outdoors.

What the setting needs to do to improve further

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

- provide staff with clear direction and support to help them achieve exemplary levels of teaching and outcomes for children
- review the provision for outdoor play to ensure all children are actively encouraged and enabled to regularly access a wide range of exciting and highly stimulating play and learning opportunities outdoors.

Inspection activities

- The inspector observed children taking part in a range of activities both indoors and outdoors.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the supervisor and the nominated person from the committee.
- The inspector carried out a joint observation with the supervisor.
- The inspector took account of the views of parents spoken with on the day of inspection and those provided in writing.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, including policies and procedures.

Inspector

Rachael Flesher HMI

Inspection findings

Effectiveness of the leadership and management is good

Staff are provided with good opportunities to review and evaluate their teaching and children's progress together. They access training and are encouraged to achieve higher qualifications, resulting in a well qualified and motivated staff team. The committee are also keen to develop their knowledge to support them in their role. They attend meetings and access online training. Safeguarding is effective. Leaders and staff are confident to follow their procedures to safeguard children. They are very experienced in working with a range of professionals to successfully support children whose circumstances make them vulnerable and attend multi-agency meetings. Parents speak highly of the setting. They find staff friendly and approachable who take time to listen and keep them well informed.

Quality of teaching, learning and assessment is good

Checks staff make on children's progress, including those required at aged two, are robustly moderated to ensure they are accurate. These are shared and agreed with parents and relevant professionals, which the local school in particular values. Any additional support and intervention children may need is swiftly secured. Staff carefully plan for each child's learning to support them to reach their next steps and catch up if behind. Staff play alongside children and ask questions to encourage them to think for themselves. Children are also provided with good opportunities to explore and investigate on their own. Staff take time to listen to children and provide them with what they need where possible in order to extend their play and learning.

Personal development, behaviour and welfare are good

Children are given lots of opportunities to learn how to care for themselves and become confident and independent. They are given a range of roles and responsibilities, including being a buddy to new children to help them settle. Children are making friends, learning to share and take turns and behave well. They go to staff to help them solve any disagreements and to celebrate their achievements. They learn about their community and celebrate diversity. Staff promote children's good health well. Children talk about how being out of breath after exercise is good for them. They understand that a portion of fruit and vegetables is a handful and are learning about a healthy diet. Staff are vigilant to what children are doing whilst allowing them space to explore and take safe risks.

Outcomes for children are good

Children's communication, language and literacy skills are promoted well. They thoroughly enjoy story times and singing songs with staff. Children are supported well to expand their vocabulary; for example to describe textures and smells as they investigate jelly, cornflakes and flour. Chatter packs are also provided for parents to use with their children at home which they highly value. Children show great confidence and imagination outdoors as they experiment with water and engage in role play. Children identified by the pre-school as at risk of falling behind, such as those looked after by the local authority, or those with additional needs, English as an additional language, or in receipt of government funding, make good progress from their starting points. This is because funding is spent well on resources and employing additional staff.

Setting details

Unique reference number	205687
Local authority	North Lincolnshire
Inspection number	1031719
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	37
Name of registered person	Barnetby Under Fives Committee
Registered person unique reference number	RP901744
Date of previous inspection	6 July 2015
Telephone number	07842 225943

Barnetby Under Fives was registered in 1992. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one at level 6. The pre-school opens from Monday to Thursday during term time. Sessions are from 9.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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