

Barton-le-Clay Pre-School

Manor Road, Barton-le-Clay, BEDFORD, MK45 4NS



Inspection date

9 December 2016

Previous inspection date

9 May 2013

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider has not ensured that all staff have an up-to-date knowledge of safeguarding issues or ensured that her own knowledge is current.
- The provider has not taken swift enough action to provide Ofsted with the requested information about members of the voluntary committee, in order to complete full and relevant checks.
- Staff sometimes do not use the information gained from assessments of children's learning effectively. They do not consistently identify where children can be challenged further or where they require additional support. Staff working with younger children do not always understand the expectation to focus on the prime areas of learning.
- The arrangements for supervision do not provide less-qualified staff with coaching to improve their personal effectiveness or develop their knowledge of the seven areas of learning.

It has the following strengths

- The provider is enthusiastic in her role and has an ambitious vision. She ensures children have plentiful opportunities to engage their curiosity and imagination in the natural environment. For example, outdoors, children make pretend birthday cakes using saucepans and mud, placing sticks carefully to represent candles.
- Some aspects of the key-person system are suitable. Staff work closely with parents to help children experience a smooth move into the pre-school and develop secure attachments to staff. Some of the ways they do this are through gathering detailed information during home visits and inviting parents to view the pre-school in action during a welcome week.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ gain an up-to-date knowledge of safeguarding issues and ensure staff receive training that enables them to identify signs of possible abuse and neglect at the earliest opportunity 	09/01/2017
<ul style="list-style-type: none"> ■ ensure that Ofsted is provided with the necessary information as requested to enable them to carry out suitability checks on all members of the voluntary committee 	09/01/2017
<ul style="list-style-type: none"> ■ ensure staff working with the youngest children focus strongly on the three prime areas to form the basis of successful future learning 	09/01/2017
<ul style="list-style-type: none"> ■ make more consistent, effective use of ongoing assessments to consistently consider children's individual levels of achievement and then shape learning experiences for each child 	09/01/2017
<ul style="list-style-type: none"> ■ ensure the supervision arrangements provide coaching for less-qualified staff to improve their personal effectiveness and develop their knowledge of the seven areas of learning. 	09/01/2017

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 provider and held discussions with the provider, members of staff and children.
- The inspector held a meeting with the provider. She discussed self-evaluation and looked at relevant documentation, such as policies, staff files and children's learning records. She also viewed an online learning system.
- The inspector spoke to a number of parents and took account of their views.
- The inspector saw evidence of the suitability of all persons working on the premises and some documentation in relation to the safeguarding and welfare requirements.

Inspector

Rachel Pepper

Inspection findings

Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. The provider has not maintained an up-to-date knowledge of safeguarding practice. Therefore, she is not alert to all of the safeguarding indicators that may place a child at risk of harm. Staff have not received training to update their safeguarding knowledge. This means that both the provider and her team of staff are not able to respond to safeguarding issues in a timely or appropriate way. This has a significant impact on the safety and well-being of children. All adults working directly with children have undergone full suitability checks. However, the provider has been aware since May that she needs to provide further information to Ofsted to carry out full and relevant checks on two members of the voluntary committee. Although some attempts have been made, she has taken too little action to provide Ofsted with the requested information. Staff welcome the views of parents and some changes following feedback are evident. For example, parents say that the home-communication books and provision of a large whiteboard in the entrance have increased lines of communication. The provider has some support from a local adviser and action plans are in place. This includes developing use of an online learning system and further enhancing the outdoor areas. However, the current processes she uses for evaluation do not assure that all weaknesses are swiftly identified or that children's overall progress is monitored accurately. As a result, actions are needed to ensure all legal requirements are met.

Quality of teaching, learning and assessment requires improvement

Staff do not consistently use the information from children's assessments to accurately track their progress or prioritise areas for development. Less-qualified staff working with younger children have limited knowledge of the areas of learning and the expectation to focus on the prime areas. This does not help young children to secure the foundations for future learning. Much focus is placed on supporting children's use of numbers and the recognition of shapes and colours from a young age. All staff routinely observe children and on some occasions identify appropriate next steps for them to achieve. The provider has recognised there are weaknesses in staff practice but is still at the early stages of addressing these. Supervision arrangements are not yet used effectively to coach staff who need the most support. Some aspects of teaching are good. Staff provide children with clear information about available activities and organise the environment well. This enables children to make choices in their play. Children practise a range of physical skills. They spread butter on crackers and choose seeds to sprinkle as they assemble home-made bird feeders. Children concentrate and are encouraged by staff to use their thinking skills to complete simple computer programs.

Personal development, behaviour and welfare are inadequate

Children's safety and well-being are compromised due to the weaknesses in leadership and management. However, children clearly enjoy their time at the pre-school. They are keen to learn and explore the stimulating indoor and outdoor areas. Staff follow suitable strategies to teach children acceptable ways to behave. Children listen to staff and learn how to share and take turns with their friends. They show awareness of the daily routines and know to wash their hands before they eat. Staff provide activities to help children

learn about healthy choices. For example, they encourage children to try new tastes and complete experiments to identify the levels of sugar in popular drinks.

Outcomes for children require improvement

The weaknesses in staff's knowledge and their use of assessments mean that children are not yet making good enough progress. However, some children in receipt of funding and those who speak English as an additional language are supported well. They benefit from activity bags to take home and targeted programmes to support their speech and language development. Children acquire some of the basic skills they need in readiness for school. They use number names in sequence, solve problems and develop pencil control. Children manage the responsibility of small tasks. They clear away after mealtimes and concentrate as they locate and measure the correct-sized boots before outdoor play.

Setting details

Unique reference number	EY406810
Local authority	Central Bedfordshire
Inspection number	1065495
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	42
Number of children on roll	54
Name of registered person	Barton-le-Clay Pre-School Committee
Registered person unique reference number	RP518970
Date of previous inspection	9 May 2013
Telephone number	01582 883238

Barton-le-Clay Pre-School was registered in 2010 and is situated in purpose built premises within the grounds of Ramsey Manor Lower School. It is managed by a voluntary management committee. The pre-school employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday, during term time only. Sessions are from 9am until midday and from midday until 3pm. The setting provides funded early education for two-, three- and four-year-old children. It supports a small number of children who speak English as an additional language.

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