

Barnabas Pre-School

24 St. Johns Hill, WOODBRIDGE, Suffolk, IP12 1HS



Inspection date

9 February 2017

Previous inspection date

12 February 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	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 small and dedicated staff team constantly reflect and review on their practice. The manager regularly seeks the views of parents, and children freely contribute their own suggestions and ideas, which staff take into account. This has helped to achieve continuous improvements that have raised all standards to the highest level.
- The pre-school provides an extremely friendly and homely atmosphere in which children thrive. Staff are extremely positive and welcoming. They actively encourage parents to become involved in many aspects of the pre-school's activities.
- Children make outstanding progress in all areas of their learning, preparing them excellently for their future move on to school. This is achieved through the provision of highly stimulating play-based activities that capture children's interests and enthusiasm.
- Children show high levels of well-being and motivation during all activities. They are consistently eager to join in and confidently choose the activities they would like to do. Staff skilfully nurture children's interests and use them to develop their skills.
- Staff are exemplary role models. They show each other the highest levels of respect. Staff create a fun and happy atmosphere that children love to be a part of.
- Children have outstanding opportunities to learn about cultures and ways of life different from their own.
- The manager has a deep understanding of her legal duties and ensures that policies, procedures and practice promote children's welfare to the highest level. All aspects of record keeping are highly organised and meticulously maintained.
- Children often go on a variety of outings within the local community and further away using the bus or train to access the nearby town. This gives them many excellently planned opportunities to gain an understanding of the world around them.

What the setting needs to do to improve further

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

- enhance the already successful monitoring of the progress of different groups of children, to continue to sustain the highest levels of progress and achievement for all 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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school owner/manager.
- The inspector held a meeting with the pre-school owner/manager. She looked at relevant documentation and evidence of the suitability of staff working in the pre-school.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kate Hipperson

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have an excellent understanding of the signs and symptoms of abuse. They have a superb knowledge and understanding of the procedures to follow if they have concerns about the safety or well-being of a child. A culture of vigilance actively promotes children's safety at all times. The manager works closely with other professionals, where needed, to provide support to help children make excellent progress in their learning. Highly effective performance management and regular staff meetings ensure that all staff have expert teaching skills. Staff share information from training they attend with each other. The manager monitors the progress that all children make. Highly individualised teaching ensures that gaps in achievement between different groups of children rapidly close. For example, children who speak English as a second language quickly gain skills in English. The manager has plans to further refine her monitoring systems to sustain the already excellent teaching.

Quality of teaching, learning and assessment is outstanding

Staff make continuous assessments of children's skills, needs and abilities and use this information to help them in the planning of their activities. Regular conversations and more formal approaches, which include frequent sharing of written records and offering regular meetings, keep parents extremely well informed about their children's progress. Staff extend children's learning by asking thought-provoking questions. They offer further information and model skills well. Staff help children to become excellent communicators. They regularly invite adults into the pre-school to speak to the children. This gives children an insight into various occupations and ways of life. For example, a doctor visits to show children interesting equipment, such as bandages and a stethoscope, and pretends to treat a member of staff. Staff help to reinforce children's learning by providing them with imaginative role-play activities for them to explore.

Personal development, behaviour and welfare are outstanding

Excellent settling-in procedures help children to feel safe and secure. For example, parents sit with children in a reception room and share stories when they arrive each morning. Staff then greet children in this room and take them through to play. This helps children to experience a smooth start to their day. Staff greet children by saying hello to them in their home language. This helps all children feel welcome and enhances their sense of belonging. Children have regular physical exercise. They freely access an inviting courtyard that is set up with many excellently planned activities. Children also use a large enclosed garden. When children exercise, staff encourage them to recognise the effects of this on their bodies, and explain why it is important to develop healthy habits.

Outcomes for children are outstanding

All children make strong progress in their learning from their individual starting points. Many children's progress accelerates. Children learn to play harmoniously together. They gain excellent skills in early literacy and mathematics. For example, young children wait patiently for their turn and then confidently count decorations as they choose where to place them on a celebration cake for a member of staff's birthday.

Setting details

Unique reference number	EY453712
Local authority	Suffolk
Inspection number	1066346
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	15
Number of children on roll	22
Name of registered person	Deborah Ann Branch
Registered person unique reference number	RP513222
Date of previous inspection	12 February 2013
Telephone number	07530 325068

Barnabas Pre-School was registered in 2012. The pre-school employs five members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above, including one with qualified teacher status. The pre-school opens from Monday to Friday all year round. Sessions are from 9.15am until 12.15pm. A lunch club runs from 12.15pm until 1pm. The pre-school provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and those who have special educational needs and/or disabilities.

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