

Barrow Pre-School

Barrow C E Primary School, Barrow Lane, Great Barrow, CHESTER, CH3 7HW



Inspection date

7 March 2017

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The progress check for children aged between two and three is not carried out effectively enough. Staff do not ensure the check is completed in a timely manner and do not encourage parents to share it with other professionals, specifically health visitors.
- There are weaknesses in planning that lead to less than good teaching. Subsequently, children are not fully challenged in their learning.
- The provider does not rigorously monitor staff practice to ensure that staff offer quality learning and development experiences for children.
- Staff do not work closely enough with parents to promote consistency between children's care at home and at the pre-school, in relation to children's dietary needs.
- Staff do not consistently involve parents in the assessments of the starting points for children's learning. They do not give them enough support to share what they know their child can already do when they first start.

It has the following strengths

- Children's learning is well promoted outside. They grow apples to make into apple juice to drink, look for animals and feed birds. Some children are able to recognise common birds, such as robins. Children develop physical skills outside. They enjoy running races.
- Staff manage children's move from pre-school to school very well. Children benefit from the pre-school being situated within the school. They become secure in the school environment and develop strong relationships with teachers and pupils.
- Children are well behaved. They follow rules, such as using quiet voices inside. Staff reinforce children's good behaviour by giving them a sticker for tidying up the toys.

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"> work more closely with parents to agree when to complete the progress check for children aged between two and three, and encourage parents to share their child's progress check with other professionals, especially health visitors 	03/04/2017
<ul style="list-style-type: none"> ensure staff plan activities that enable children to learn in ways that truly challenge them 	03/04/2017
<ul style="list-style-type: none"> improve the performance management of staff to ensure they offer quality learning and development experiences for children. 	03/04/2017

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

- strengthen partnership with parents to regularly review children's dietary needs
- support parents more effectively to share what they know about their child's achievements when children first start attending.

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 held a meeting with the pre-school manager and chairperson of the committee. He looked at relevant documentation and evidence of the suitability of staff working in the pre-school and the host school.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Scott Thomas-White

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff receive an annual appraisal and objectives are set at these meetings for staff to complete training. However, these objectives do not focus precisely enough on developing outstanding teaching. Supervision of staff is not good enough to promote continual improvement between appraisal meetings, in order to raise the quality of practice to an exceptional level. The arrangements for safeguarding are effective. All staff have completed safeguarding training and know how to report any concerns about the welfare of children. The committee check staff's suitability during recruitment and by ask them to disclose any changes that may affect their suitability to work with children. The manager evaluates the pre-school's provision and uses parent feedback to make improvements. For example, staff have used parent's ideas to create a mud kitchen outside to enhance children's imaginative play.

Quality of teaching, learning and assessment requires improvement

Staff's planning of activities is not good enough as they do not take enough account of the ways children learn. As a result, teaching is not tailored sufficiently to their individual needs and therefore does not lead to consistently good progress. Parents are asked to share information about children's likes, interests and things they can do at home when they first start attending. However, some parents have not shared information about children's learning at home because staff have not fully supported them to do so. Staff have a strong focus on preparing children for school. They use the same teaching methods as the host school to teach children how to form letters correctly.

Personal development, behaviour and welfare require improvement

Staff provide parents with a written progress check for children aged between two and three years. However, they do not discuss or agree with parents when the most useful time is for them to complete the summary. Staff also do not encourage parents to share it with other professionals, including their children's health visitor. Before children start at the pre-school, staff gather information about children's care needs, including dietary information, such as food allergies. However, over time staff do not always review these details with parents, in order to establish if children's dietary needs have changed. This means that staff do not always maintain consistency between children's diet at home and in the pre-school. Nevertheless, children are taught how to keep healthy and follow good hygiene routines. Children have warm relationships with staff, and parents are complimentary about their children's attachments to the staff.

Outcomes for children require improvement

Weaknesses in planning mean that children are not making consistently good progress from their starting points. However, children are improving their mathematical skills. They are able to match quantities to numerals, count up to 10 and add numbers together. Children are developing their independence. They get their own cup at snack time and pour their own drink. Children are becoming imaginative. For example, they act out familiar stories on World Book Day.

Setting details

Unique reference number	EY495757
Local authority	Cheshire West and Chester
Inspection number	1031654
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	3 - 4
Total number of places	16
Number of children on roll	12
Name of registered person	Barrow Pre-School Committee
Registered person unique reference number	RP909611
Date of previous inspection	Not applicable
Telephone number	01244 981313

Barrow Pre-School was registered in 2015. The pre-school employs two members of childcare staff. Of these, one holds an appropriate early years qualification at level 3 and one at level 2. The pre-school opens term time only. Sessions are from 9am to midday on Monday, Wednesday and Friday, and from 8.45am to 3.15pm on a Tuesday. The pre-school provides funded early education for three- and four-year-old children.

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