

Barton-le-Clay Pre-School

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



Inspection date

14 March 2017

Previous inspection date

9 December 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- Since the previous inspection, the manager and pre-school staff have worked tirelessly to address the weaknesses identified. Significant action has been taken to raise the quality of the pre-school for children.
- Parents are included in activities, such as during the Father's Fun Day. They can take an active role in running the pre-school by becoming a member of the committee who lead it. Parents enjoy regular updates about their children's progress through the online information system the pre-school uses.
- Staff have improved the observations, assessments and planning for young children's learning. They now identify specific and relevant next steps for all children. This helps staff to effectively plan engaging activities for children.
- Older children enjoy different experiences. They use role play to understand about the world. They practise their physical skills as they jump on a large keyboard on the floor. Children delight in the music they make in the role play disco.
- Outdoor learning is an integral part of children's day at the pre-school. They enjoy activities that provide them with stimulating ways to experience risk and challenge. Children develop in confidence in their abilities and test out their physical skills in multiple ways.

It is not yet outstanding because:

- Staff have not established highly effective relationships with all other settings that children attend. Therefore, they do not consistently exchange regular information to further support children's learning.
- Staff are not always responsive to children's changing interests to swiftly develop and extend on their ideas to the highest level.

What the setting needs to do to improve further

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

- develop more effective links with all other settings that children attend to exchange a two-way flow of information about children's learning
- review staff deployment and teaching to more swiftly respond to children's changing interests.

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 manager.
- The inspector held a meeting with the manager and provider. She looked at relevant documentation and evidence of the suitability of staff and committee members working in the pre-school.
- The inspector spoke to a small number of parents during the inspection and took account of their views. She spoke to children and staff throughout the inspection.

Inspector

Hayley Marshall-Gowen

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff have undertaken training and now have an up-to-date knowledge of child protection issues. They recognise signs and symptoms that children might be at risk of harm and know about the work of the Local Safeguarding Children Board. Supervision meetings for staff are now more in-depth and supportive. The manager uses a range of data to set staff targets and identify their training needs. Staff are developing and extending on their skills through attending training and increasing their levels of qualification. This has a beneficial impact on the quality of teaching. The pre-school staff and committee members have ambitious plans for future improvements. These include increasing and extending the outdoor area and the pre-school site to increase the number children who attend.

Quality of teaching, learning and assessment is good

Staff demonstrate a secure awareness of how children learn and support them well. Young children play with a range of materials as they explore colour and shape. They fit balls inside different coloured boxes and examine small pieces of tissue paper. Staff help to increase children's awareness by naming colours and shapes. Young children become confident in using technology. The computer forms part of their play and they demonstrate a good ability of how to follow a simple program. Staff make effective use of additional funding to support children's ongoing good progress. They work with parents to provide pertinent support for children. Staff promote children's communication and language skills in many ways. They use sign language to communicate with children. Teaching programmes help to increase children's talking and listening skills. Staff play with children, such as being a customer in the children's role-play hairdressers. Children imaginatively play with dolls and use nappies and real life equipment as they increase their understanding of the real world.

Personal development, behaviour and welfare are good

Staff conduct home visits and work well in partnership with parents. The key-person arrangements are strong. Children settle well and parents are encouraged to stay if children need more support. Children learn about being healthy and staying fit and active. The pre-school is committed to promoting awareness in children about foods that help their bodies to grow and those that should be kept as a treat. Staff teach children about taking turns and waiting. They also help them to understand their feelings and how to get along with others. For example, children enjoy looking in the mirror as they show different feelings using their facial expressions.

Outcomes for children are good

Older children are developing well in readiness for starting school. All children, including those who have special educational needs and/or disabilities, make good progress from their individual starting points. Children develop strong literacy and mathematical skills. They enjoy drawing and talk about their pictures. Children are confident and show a good awareness of their own identity. They play together well and staff encourage them to find out about ways to stay safe as they enjoy their learning.

Setting details

Unique reference number	EY406810
Local authority	Central Bedfordshire
Inspection number	1080513
Type of provision	Sessional 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	66
Name of registered person	Barton-le-Clay Pre-School Committee
Registered person unique reference number	RP518970
Date of previous inspection	9 December 2016
Telephone number	01582 883238

Barton-le-Clay Pre-School was registered in 2010 and is situated within the grounds of Ramsey Manor Lower School. It is managed by a voluntary management committee. The pre-school employs 16 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 or above, including one who is qualified to degree level. The setting opens Monday to Friday, during term time only. Sessions are from 9am until midday and from midday until 3pm. The pre-school 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. The pre-school supports a number of children who have special educational needs and/or disabilities.

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