

Great Barton Pathways

School Road, Great Barton, Bury St Edmunds, Suffolk, IP31 2RJ



Inspection date	2 May 2017
Previous inspection date	18 February 2015

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

- Children are happy and settled as they develop very warm and trusting relationships with their key person and pre-school staff. Their emotional well-being is very well supported.
- Teaching is good. Staff provide a broad range of interesting and stimulating activities and children are motivated and enthusiastic to join in. All children are making good progress from their starting points.
- The manager and her team are passionate about their work and committed to the continual improvement of the pre-school. They are continually striving to always provide the best care and education for children.
- Staff establish strong and trusting partnerships with parents. They work closely with parents to support children's individual care, development and learning needs.

It is not yet outstanding because:

- Professional development is not precisely focused to offer all staff the opportunity to develop their qualifications and skills to the highest standard.
- The tracking of children's progress is not refined enough to inform more rigorous analysis of the impact of teaching and intervention for different groups of children.

What the setting needs to do to improve further

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

- strengthen the arrangements for professional development to support all staff to raise their practice to the highest level
- refine the tracking of children's progress, in order to inform more rigorous analysis of the impact of teaching and intervention for different groups of 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 manager.
- The inspector held a meeting with the 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

Jemma Hudson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are clear about their roles in safeguarding children. They understand the correct procedures to follow should a child protection concern arise. In addition, they know what to do if an allegation is made against a member of staff. This helps to keep all children safe and well protected. The manager updates their policies and procedures regularly. Staff undertake training to strengthen their skills and to share good practice with each other. The manager is committed to providing high-quality childcare. She takes into account the views of staff, parents, children and others to continually improve her service. Parents speak very positively about the support they have received from the pre-school staff and the experiences their children enjoy.

Quality of teaching, learning and assessment is good

Staff have a good understanding of the way children learn. They observe them as they play and effectively use their observations to plan a range of interesting and stimulating activities across all areas of learning. The quality of teaching is consistently good, supporting children's motivation and enthusiasm to play and learn. Children enjoy playing in the garden. They access a range of equipment, such as an obstacle course, where they learn how to take manage risks and develop their physical skills. Staff support children's speech and language development effectively. They engage children in conversation, ask questions to challenge their thinking and give them time to process questions before answering.

Personal development, behaviour and welfare are good

Staff are calm and nurturing. They provide a welcoming and homely atmosphere to help support children's emotional well-being. Staff are good role models for children and behaviour in the pre-school is good. Children become increasingly independent as they choose their activities and tidy resources after play. Staff help children adopt healthy lifestyles. For instance, they teach them the importance of handwashing to keep themselves safe from germs. They offer children nutritious snacks and help them understand the impact of good food on their health and well-being.

Outcomes for children are good

Children use numeracy frequently in their experiences. For example, they count children and adults during a group session and use vocabulary, such as one more and one less. Children learn about simple addition and subtraction. They develop their creative skills in fun ways. For example, children enjoy looking in the mirror and painting what they can see. All children are developing the key skills required for their next stage of learning, including school.

Setting details

Unique reference number	EY381254
Local authority	Suffolk
Inspection number	1093584
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	3 - 11
Total number of places	26
Number of children on roll	38
Name of registered person	Great Barton Pathways Ltd
Registered person unique reference number	RP523414
Date of previous inspection	18 February 2015
Telephone number	01284 788258

Great Barton Pathways was re-registered in 2008 and is run by a voluntary management committee. The pre-school employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 5 and three hold level 3. The pre-school is open each weekday for 51 weeks of the year. Sessions are from 8am until 6pm. The pre-school provides funded early education for three- and four-year-old children.

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