

Barby Pre-School

The Village Hall, Kilsby Road, Barby, Rugby, Warwickshire, CV23 8TT



Inspection date	30 June 2017
Previous inspection date	3 June 2013

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

- All children make good progress from their starting points and are ready for their eventual move on to school. Staff provide a variety of stimulating and challenging activities that children explore with confidence.
- Staff help children gain a good knowledge of their local community in many ways. For example, children enjoy visits to local places of interest, such as parks, and members of the local community visit the children and talk to them about their roles.
- Children are confident and learn how to behave well. For example, children remind each other of high expectations, such as, 'You have to share because it's nice.' Staff nurture children and value their efforts and achievements. They encourage children to be friendly, kind and considerate to each other.
- The management team works well to evaluate the pre-school and make improvements that positively affect children's outcomes. For example, they have improved opportunities for children to gain physical skills, such as peddling and balancing.

It is not yet outstanding because:

- Staff do not consistently recognise opportunities to extend children's counting skills and problem solving.
- Staff do not fully engage parents in establishing what their children know and can do when they first start attending, to help them gain a comprehensive knowledge of children from the beginning.

What the setting needs to do to improve further

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

- help staff recognise and make better use of opportunities to develop children's mathematical and problem-solving skills further
- encourage parents to share more detailed information about what their children already know and can do when they first start attending

Inspection activities

- The inspector observed children's play and staff interactions with children, viewed the toys, resources and equipment, looked at children's records and discussed how staff assess children's progress.
- The inspector held discussions with the chairperson of the management committee, managers, staff and children.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector completed a joint observation with the manager.
- The inspector checked evidence of safeguarding practices, staff recruitment, staff training and professional development, and the self-evaluation process.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff demonstrate a good knowledge about the signs that would give them child protection concerns. They know the procedures to follow should such concerns arise. The leadership team uses its secure understanding of safe recruitment procedures effectively. For example, they have followed procedures well to inform Ofsted about changes to the leadership team. The manager supports staff to develop their practice, such as through regular supervision and training. For example, staff use knowledge gained in training to further support two-year-old children's exploration and learning. The manager checks the progress of children to help ensure gaps in their learning close. Overall, partnerships with parents are good. The manager seeks the views of parents, children and the local authority adviser to better target improvements. For example, they have improved the information provided to parents on children's development, such as around children's next steps in learning.

Quality of teaching, learning and assessment is good

Staff use their ongoing observations and assessments of children to provide opportunities for children to achieve the next steps in their learning. They get down to the children's level and join in their play experiences. They help children talk about what they see and do. For example, children talk about the different marks they make in the sand. Children benefit from many opportunities to create and be imaginative. For example, children make paper ice creams using a variety of materials and then pretend to sell them. Staff are skilled at helping children to develop their early literacy skills. For example, children learn to read and write their names in many different situations, such as on their artwork, on the ground outside and on labels.

Personal development, behaviour and welfare are good

Staff support children's emotional well-being effectively. They use their good links with the schools that children go on to attend, to support the transition process. They teach children to follow healthy lifestyles. For example, children enjoy the energetic gym sessions and they learn about foods that are healthy. Children explore diversity in different ways. For example, staff help children value each other's differences, including their home languages and cultural celebrations. Children are happy and settled.

Outcomes for children are good

Children readily engage in conversation and express themselves confidently. Children who speak English as an additional language learn to speak English with effective support. Children learn pencil control and some are able to write their names. They count and recognise some shapes. Children develop good personal hygiene skills as they learn how to care for themselves, such as washing their hands before lunch. They are well prepared for the move on to school.

Setting details

Unique reference number	219877
Local authority	Northamptonshire
Inspection number	1063716
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	25
Number of children on roll	30
Name of registered person	Barby Pre-School Committee
Registered person unique reference number	RP517400
Date of previous inspection	3 June 2013
Telephone number	07789428463

Barby Pre-School registered in 1992. The pre-school operates from the village hall which is situated in the centre of the village of Barby in Rugby, Warwickshire. The setting is open each weekday during term time, from 9am to 3pm. The pre-school employs five members of staff, all of whom hold appropriate early years qualifications at level 3 or above.

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