

# Barkway Preschool

84 High Street, Barkway, ROYSTON, Hertfordshire, SG8 8EF



## Inspection date

30 June 2017

Previous inspection date

20 January 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Staff have made improvements since the last inspection. They have introduced more effective ways of supporting children during large-group times. They have also strengthened relationships with the schools that children move on to.
- The staff team make good use of their qualifications. They have a good understanding of the early years foundation stage and their responsibilities.
- Staff effectively monitor children's progress and identify where extra support may be required. They provide additional targeted support to help close any gaps in learning.
- Partnerships with parents are well established. Communication is good and helps to ensure that each child's care and learning needs are well met.
- Children's emotional security is given high priority by staff, for instance, planning for children's settling in is specifically tailored to meet their individual needs. Children progress well in their learning and development.
- The environment is welcoming, well organised, secure and safe.

### It is not yet outstanding because:

- Staff miss some opportunities that arise to encourage children to complete manageable tasks to develop greater levels of independence.
- Staff do not fully consider ways to extend children's understanding about how healthy eating can contribute to their ongoing good health.

## What the setting needs to do to improve further

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

- support staff to make better use of opportunities that arise to encourage children's independence and extend their learning even further
- extend children's understanding of how healthy eating can contribute to their ongoing good health.

### Inspection activities

- The inspector conducted a joint observation with the manager and discussed teaching methods with her.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability and qualifications of staff working in the setting.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector spoke to staff and children during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Claire Meyer

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team ensures staff have a good understanding of how to manage and minimise risks for children without restricting opportunities for their play and development. Safeguarding and child protection policies and procedures, including safe recruitment, are implemented consistently to protect children from unsuitable adults. All staff are alert to indicators that children are at risk of being exposed to extreme ideas about right and wrong. Children are encouraged to explore each other's similarities and differences, helping them to learn about being tolerant of others. Staff work closely with parents and other agencies to support children and families and children make good progress.

### Quality of teaching, learning and assessment is good

Staff monitor children's progress, which they regularly share with parents. This helps them to keep up to date with the different skills their children are developing. Staff successfully develop children's language for communication, for instance, they model language, ask questions and actively listen to children. They encourage younger children to repeat simple words and praise them for their efforts. Staff enable children to handle interactive toys and explore various creative materials, such as foam and play dough. Children also select from a wide variety of different construction toys and information and communication technology equipment to support their learning. Children enjoy using their imaginations during the role play, story sessions, singing times and arts and craft opportunities.

### Personal development, behaviour and welfare are good

Staff warmly welcome children when they arrive. Children settle quickly and choose the activities they want to do in the safe, comfortable and inviting surroundings. Staff collect relevant information from parents when the children first start. They use this information to support a smooth move between home and the setting. Children confidently make choices about their play from a range of good-quality toys and resources that appeal to them. Staff are positive role models for the children, reinforcing good manners and showing care and consideration for others. Staff support and help children to look after themselves. For example, they teach children about good personal hygiene and they encourage children to stay safe without limiting challenge.

### Outcomes for children are good

All children make good progress in their learning from their starting points. When their achievement is below that expected, focused support successfully helps them to catch up. Children enjoy their time at the pre-school. They are becoming confident to explore and make friends. Older children develop their ability to listen, understand and follow simple instructions. For example, they listen to staff, wait patiently and take turns. Children develop good imaginations and self-help skills. Children are prepared well for their future learning, including their move on to school.

## Setting details

<b>Unique reference number</b>	EY464652
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	1088164
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	24
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Barkway Playgroup Committee
<b>Registered person unique reference number</b>	RP908408
<b>Date of previous inspection</b>	20 January 2014
<b>Telephone number</b>	07964151288

Barkway Preschool registered in 2013. It is situated in Barkway, Hertfordshire. The pre-school opens Monday to Friday during term time only. Sessions are from 9am until 3.15pm on Tuesday and Wednesday and from 9am to 1pm on Monday, Thursday and Friday. The nursery employs seven members of childcare staff. Of these, four hold appropriate early years qualifications at level 3.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

