

Barrow Pre-School Playgroup

Methodist Church Rooms, North Street, Barrow Upon Soar, Leicestershire, LE12 8QA



Inspection date

5 October 2017

Previous inspection date

13 May 2014

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 behave well and staff are positive role models. They help children understand how to take turns, share and be kind to others. For example, children use timers to take turns with resources and play fairly.
- Partnerships with parents are good. Parents feel very involved in the setting and their children's learning. Regular meetings and information sharing enables parents and staff to discuss children's care, learning and development successfully.
- Staff support children who have special educational needs well, through a range of helpful strategies by caring staff. Staff work closely with other professionals and agencies to ensure good outcomes for children.
- The experienced and well-qualified staff regularly observe children, and provide activities that reflect their interests and what they need to learn next. Children make good progress in their learning, relative to their initial capabilities.
- Children are happy and confident. Staff have good relationships with children and have a secure knowledge of their interests. This helps children settle quickly and supports their emotional well-being. Children are emotionally ready to learn and progress well.

It is not yet outstanding because:

- Although the manager monitors the quality of teaching well, she has not identified where some teaching can improve further to enhance learning experiences for children.
- Staff do not consistently promote children's independence as much as possible.

What the setting needs to do to improve further

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

- monitor the quality of teaching more precisely, to identify how staff's practice can be improved even further to help children achieve the highest level of learning
- provide children with more chances to develop their independence as far as possible before their move on to school.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector conducted a joint observation with the manager.
- The inspector sampled a range of documentation, including staff suitability checks, self-evaluation, observation, assessment and planning records, and documentation linked to monitoring children's progress.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Jane Rushby

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of how to keep children safe. They have a clear understanding of the process to follow, should they need to report any child protection concerns. Secure arrangements are in place for the recruitment of staff, including checks to ensure they are suitable to care for children. Overall, the manager provides staff with regular guidance and support, and ensures they have access to training, to improve their skills. Strong leadership and effective self-evaluation have enabled the setting to maintain a good-quality service since the last inspection. The views of children, parents and staff are valued, to help them to identify further areas of improvement. The manager analyses and reflects well on the progress of individual and specific groups of children. This helps to identify any gaps in children's learning early, and swiftly provide them with additional support to catch up. The manager uses funding well to support children who need extra help with their learning. As a result, these children make as much progress as their peers.

Quality of teaching, learning and assessment is good

Staff create a fun and engaging environment with lots of opportunities and quality resources for children to play with, explore and make new discoveries. Older children develop good levels of concentration, and they persevere at tasks well. Staff encourage imaginative and investigative play well, with plenty of opportunities for children to choose what they want to do for themselves. Children have fun expressing themselves through music and movement. They laugh as they wriggle their bodies to the music. Children are able to use resources and tools safely, showing regard for their safety and the safety of others. For example, as they use small hammers to chip away at large and small blocks of ice to find the toy animals frozen in them.

Personal development, behaviour and welfare are good

The environment is well laid out, secure and safe. Children are happy, settled and well cared for, which helps to promote their well-being. Staff continually enhance the activities that are available for children. For example, they introduce a more complex piece of balancing and climbing equipment that provides greater opportunities for children to undertake physical challenges where they take small risks. Staff supervise this well, and help each child to master this at their own pace. Children benefit from accessing the outdoor area throughout the session. Effective procedures help new children to settle in easily. They have opportunities to visit the pre-school with their families, and quickly become familiar with the routines. Staff provide healthy and nutritious snacks and reinforce positive hygiene practices to children.

Outcomes for children are good

Children make good progress and staff prepare them well for their future learning. Children are well motivated to learn as they play and explore. They use mathematical language successfully as they play, competently count and show determination to solve problems. Children thoroughly enjoy listening to stories and looking at books.

Setting details

Unique reference number	226250
Local authority	Leicestershire
Inspection number	1087695
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	34
Number of children on roll	54
Name of registered person	Barrow Pre-School Playgroup Committee
Registered person unique reference number	RP910489
Date of previous inspection	13 May 2014
Telephone number	07975 957242

Barrow Pre-School Playgroup registered in 1972. The pre-school employs eight members of childcare staff; two of whom hold qualified teacher status, and five hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time. Sessions are from 9.15am until 12.15pm, Monday, Wednesday and Friday, and 9.15am until 3.25pm on Tuesday and Thursday. The pre-school provides funded early education for two-, three- and four-year-old children.

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