

Barny Bus Preschool

Jubilee Hall, Church Road, Hadleigh, Benfleet, Essex, SS7 2EJ



Inspection date	15 December 2017
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 provide a wealth of enjoyable, interesting and challenging activities and experiences. Children are consistently busy and engaged in play. Staff engage enthusiastically in children's play and support their well-being successfully.
- Children's behaviour is good. They are confident, self-assured and motivated to learn. Staff are positive role models, who acknowledge and praise children's achievements.
- Partnerships with parents are strong. Staff keep parents updated about all aspects of their children's care and learning. Staff suggest ways to help parents to support children's learning at home.
- Staff are friendly and welcoming. They transform the hall into an exciting learning area. Flexible settling-in sessions contribute towards children's emotional well-being. They develop secure relationships with staff.

It is not yet outstanding because:

- The manager does not ensure that the initial information staff obtain from every parent about their child's learning is sufficiently detailed, to fully support their early identification of children's precise learning needs.
- At times, staff do not help children enough to build on their use of numbers, counting and simple calculation.
- Continued professional development opportunities for staff are not focused closely enough on raising the quality of teaching 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:

- gather more detailed information from parents about children's achievements at home when they first start at the pre-school
- provide more opportunities for children to practise and use numbers, counting and simple calculation
- focus staff's professional development opportunities on enhancing the already good teaching to increase the potential to deliver the highest-quality provision and excellent outcomes for 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 children and staff during the inspection.
- The inspector completed a joint observation with the pre-school manager.
- The inspector held a meeting with the pre-school 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

Tina Mason

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff are trained in child protection and understand how to keep children safe from harm. They are confident in the steps to take to report any concerns they may have. This helps to protect children's safety and welfare. Children are free to play and explore in a safe environment. Daily safety checks are carried out on all parts of the premises, toys and equipment. The whole of the staff team holds a paediatric first-aid qualification. This helps to support children's well-being in the event of an accident. Staffing ratios and good staff deployment means that children are very well supervised. The manager tracks the progress made by individual and groups of children. Staff work closely with other professionals to ensure children receive appropriate support and are fully included. The pre-school uses additional funding well to support children's individual needs and interests and extend children's learning further.

Quality of teaching, learning and assessment is good

Staff know children well and consider their interests and abilities when planning activities. This promotes children's learning and development, as activities are interesting, age appropriate and engaging. Children are progressing well in their communication and language development. Staff help support children's vocabulary and language skills through a broad range of effective teaching methods. For example, while exploring a winter wonderland made from cloud dough and small-world figures, staff ask questions, repeat words, introduce new language to play and provide ongoing commentary. Consequently, children are effective and confident communicators. Children enjoy learning to make purposeful marks with paint, pens, chalks and crayons, which they hold confidently, and choose books to share with staff and the other children.

Personal development, behaviour and welfare are good

Children are happy and settled. Staff sensitively help children to make friends and be an active part of the group. Staff get to know children well and are warm and friendly. Staff find out about and value children's cultures and backgrounds. Children have a positive awareness of people's differences and learn to respect others' opinions. Children's physical well-being is promoted. Staff teach children about the importance of being healthy, such as the benefits of eating well and adopting good hygiene routines. Children enjoy moving freely between indoors and outdoors, benefiting from fresh air and exercise. They competently run around, ride on tricycles manipulating direction and speed.

Outcomes for children are good

Children develop good relationships with others and play cooperatively together. They use their imaginations well. During role-play activity, they pretend to go to the shops. They invite others into the game and share the play food. All children, including children in receipt of additional funding, make good progress in relation to their skills and capabilities on entry. They are well prepared for their next stage of their education, including the eventual move on to school.

Setting details

Unique reference number	EY489685
Local authority	Essex
Inspection number	1022081
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	26
Number of children on roll	33
Name of registered person	Barny Bus Preschool
Registered person unique reference number	RP534631
Date of previous inspection	Not applicable
Telephone number	01702 552327 and 07828161479

Barny Bus Preschool was registered in 2015. The pre-school employs nine members of childcare staff. Of these, seven staff hold early years qualifications at level 2 and above. The manager has a degree in early years. The pre-school opens Monday to Friday term time only. Sessions are from 9.15am until 12.15pm with a lunch club until 12.45pm. The pre-school provides funded early education for two- three- and four-year-old children.

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