

Barugh Green Pre-School

Barugh Green Road, Barugh Green, BARNSELEY, South Yorkshire, S75 1JT



Inspection date

27 April 2018

Previous inspection date

10 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

- Staff and leaders are ambitious and committed to improving outcomes for children. They work together to evaluate the pre-school and identify focused professional development opportunities that successfully improve the quality of teaching.
- Staff are skilled at using children's interests and play to promote their next steps in learning. They make accurate assessments of children's development to find out exactly what each child needs to learn next. Staff use their interactions with children to effectively extend their learning and introduce new ideas.
- Staff build strong partnerships with parents that support children's well-being and learning at the pre-school and at home. They find out what children can do before they start at the pre-school, and parents regularly share children's interests at home.
- Children have lots of opportunities to develop their independence and confidence ready for school. They know why they wash their hands and take care of their belongings. Children take pride in their achievements and enjoy showing staff their creations.
- Children relish opportunities to explore real-life materials and tools. They use their excellent language and social skills to talk to others about their own experiences.

It is not yet outstanding because:

- Sometimes, staff do not make the most of their good teaching skills and support children to develop very high levels of concentration.
- Children who prefer to learn outside do not always have enough opportunities to explore and investigate.

What the setting needs to do to improve further

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

- support children more to develop very high levels of concentration
- strengthen how staff use the outdoor area so it is highly successful at supporting children who prefer to learn outside.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact it has on children's learning.
- The inspector completed a joint observation of an activity with the manager.
- The inspector took account of the views of parents spoke to during the inspection and from the pre-school's own questionnaires.
- The inspector held a meeting with the pre-school leaders and looked at relevant documents, including the safeguarding policy and evidence of the suitability of staff working with children.
- The inspector spoke to staff and children throughout the inspection.

Inspector

Alison Byers

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers use feedback from parents, ideas from staff and analysis of children's progress to identify areas for improvement. Staff make good use of professional development to deepen their knowledge of good-quality teaching. Training about early literacy skills has been used by staff to develop games that help children to listen carefully to the different sounds in words. Safeguarding is effective. Leaders and staff demonstrate a good understanding of how to recognise and deal with concerns about children's welfare. Staff have strong partnerships with other agencies that help to meet the needs of individual children and their families. They provide teachers with detailed information about children's progress before they start school. Staff at the out-of-school club work closely with the school that children attend to share information about children's well-being and development.

Quality of teaching, learning and assessment is good

Qualified staff skilfully promote children's learning through play. Their interactions build on what children are doing and challenge their thinking. Children enjoy investigating and playing with toy animals, stones and wooden building bricks. Staff encourage older children to count how many objects they have and find the matching written number. They expertly adapt their teaching to support individual children and quickly add additional resources to help them add two numbers together. Children experiment with making different marks in all areas of the pre-school and show determination as they carefully draw round different shaped leaves. Leaders and staff carefully review children's progress and identify any concerns in their development.

Personal development, behaviour and welfare are good

Children are very happy at the pre-school and their good behaviour shows that they feel safe. They develop secure attachments to the sensitive staff and are confident to show visitors what they have made. Children are keen learners who have their own ideas and enthusiastically explain to staff what they are doing. The pre-school has a strong focus on supporting children to develop healthy lifestyle habits. Staff talk to children about the energy they get from food and which foods are not good for their teeth. Children delight in jumping, stomping and creeping to music and learn about what happens to their bodies when they exercise. Staff explain how to keep safe at pre-school by picking up toys and standing chairs upright. Children learn about different cultures beyond their own community through a variety of resources and activities.

Outcomes for children are good

Children make good progress in their development, including those the pre-school receive additional funding for, and older children are well prepared for school. The oldest children offer to share the resources between other children and use their good social skills to create role-play games with baby dolls. Children develop their mathematical understanding, work together to complete jigsaws and practise their early writing skills.

Setting details

Unique reference number	302821
Local authority	Barnsley
Inspection number	1090549
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 - 11
Total number of places	24
Number of children on roll	47
Name of registered person	Barugh Green Pre-School
Registered person unique reference number	RP903018
Date of previous inspection	10 February 2015
Telephone number	01226 390810

Barugh Green Pre-School registered in 1996 and employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3. The pre-school opens from Monday to Friday, during term time only, and children attend for a variety of sessions between 8.30am and 4.15pm. It provides funded early education for two-, three- and four-year-old children. The pre-school also operates an out-of-school club for school-aged children. These sessions are from Monday to Friday, during term time only, from 7.30am until 8.45am and from 3.15pm until 6.30pm.

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