

Barnabee's Pre-School

Wolverley Road, Kidderminster, DY11 5JN



Inspection date

10 May 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff have an excellent understanding of how to promote children's emotional attachments. They demonstrate high levels of warmth and care and praise children in the moment as they achieve what they set out to do. This helps to raise children's self-esteem, encourages them to behave well and fosters their dynamic friendships.
- Staff develop exemplary partnerships with parents. They work closely with parents to ensure children settle in exceedingly well. Staff provide workshops for parents so that they can see how their child learns through play. They expertly support parents to have confidence in continuing their child's learning in the home environment.
- The manager provides all staff with regular confidential meetings to discuss their key children, their ongoing suitability and training needs. This, and regular observations of staff practice, ensures teaching has a continuously high impact on all children's learning.
- Staff attend an excellent range of training courses and share their new knowledge with all other staff. They are highly motivated and reflective. This provides optimum challenge for the children in their care. Outcomes for children are excellent. The manager successfully monitors children's progress and ensures that any gaps in learning are swiftly identified and closed.
- All children learn about similarities and differences between themselves and others in the local and wider community. They explore an extensive range of festivals and play with a wealth of toys and resources that depicts positive images of diversity.

What the setting needs to do to improve further

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

- implement the plans already in place to further enhance the outdoor areas, to inspire and support children's already excellent opportunities to explore and investigate.

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 staff and children during the inspection.
- The inspector completed a joint observation with the registered person.
- The inspector held a meeting with the pre-school manager and provider. 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

Mary Henderson

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. The provider ensures that all staff are trained in paediatric first aid and child protection. All staff know what to do and who to inform should they have any concerns about a child in their care. Staff robustly check all indoor and outdoor areas prior to children's arrival each morning. This keeps children safe. The manager is highly motivated in evaluating the provision. As part of self-evaluation, she has identified that there is the opportunity to enhance children's learning and development even further in the outdoor areas. She knows this will encourage children's exploration and investigation skills to an even higher level. Staff foster superior partnerships with other providers, including the local schools. This actively promotes a high level of consistent, continuous support for children's care and learning. Staff use excellent strategies to promote children's readiness for school.

Quality of teaching, learning and assessment is outstanding

Staff working with younger children support their language and communication skills exceptionally well. For example, they use visual props from story sacks to enthuse younger children's interest in stories. Younger children sit, concentrate for extended periods and know the actions and story endings. All children become engrossed in their imaginary play as they mix mud, leaves and twigs to make their own concoctions at the mud kitchen. Staff working with older children enthuse them as they seek out insects and spiders in their home-made bug habitat. Children develop high levels of empathy for living things as they talk about handling insects and spiders carefully so that they don't hurt them. Staff provide high levels of support as children explore mathematical concepts. For example, children identify how many boys and girls are in attendance and which is more or less. Children recognise and name shapes confidently, including hexagon and pentagon. During such activities, staff use a first-class range of questioning techniques to enhance children's thinking and problem-solving skills even further.

Personal development, behaviour and welfare are outstanding

Children competently take manageable risks in their play. They expertly balance on beams and crates and negotiate space well as they run around the trees and up and down slopes. Staff hold discussions with children about eating healthily. They remind children to drink after being physically active and they provide them with nutritious snacks. This enhances children's awareness about the benefits of a healthy lifestyle.

Outcomes for children are outstanding

All children, including those who have special educational needs and/or disabilities, make excellent progress. Younger children have high levels of confidence, make independent choices throughout the day and engage well in new activities. Older children are self-assured as they recognise and write their own names at various points throughout the day. All children competently use tools to make marks and create their own pictures.

Setting details

Unique reference number	EY497519
Local authority	Worcestershire
Inspection number	1037909
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	52
Name of registered person	Mrs J.Fern and Mrs S.Lavender Partnership
Registered person unique reference number	RP905005
Date of previous inspection	Not applicable
Telephone number	01562 824722

Barnabee's Pre-School registered in 2016. The pre-school employs 10 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 3 and two hold a level 2. The pre-school opens from Monday to Friday, term time only. Sessions are from 9am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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