

# Little Barn Pre-school

Little Barn Nursery, Bluehouse Lane, Oxted RH8 0AA



<b>Inspection date</b>	21 September 2018
Previous inspection date	12 May 2016

<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 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

### The provision is good

- A caring environment is provided where children have loving and strong bonds with all staff members.
- Training is used well, overall, to support staff's continuing professional development. For instance, a recent course in woodwork helped them to plan new experiences and skills for children to participate in.
- The manager has high expectations for the children in her care. She quickly identifies gaps in their learning and this helps children to make good progress.
- Children who have special educational needs and/or disabilities are well supported. There are strong professional partnerships in place to support a joined-up approach towards their progression. Specialists visit the pre-school and share what children need to learn next to help them to achieve well.
- Parents speak highly of the staff team. They feel the unique size of the pre-school has a very positive effect on the opportunities and time children receive towards their learning and development.

### It is not yet outstanding because:

- The supervision process is not used as effectively as it could be to provide staff with time to become more reflective towards their own practice.
- Occasionally, the location and organisation of adult-led activities does not provide all children with the very best experiences to add to their learning.

## What the setting needs to do to improve further

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

- make better use of the supervision process to ensure staff have time to become even more reflective towards their own practice
- ensure that adult-led activities are located and organised well to provide all children with the very best experiences to add to their learning.

### Inspection activities

- The inspector had a tour of the pre-school and discussed the manager's use of self-evaluation and the current areas identified for improvement.
- The inspector spoke to the staff and children at appropriate times throughout the inspection. The inspector also spoke to parents and took their views and comments into account.
- The inspector sampled a range of documentation, including suitability checks, staff qualifications, policies and procedures and children's developmental records.
- The inspector discussed the arrangements for safeguarding of children at the pre-school, including staff knowledge and reporting procedures.
- The inspector observed the teaching and learning opportunities for children indoors and outdoors and the impact this has on their learning and development. The inspector also carried out a joint observation with the manager.

### Inspector

Gwen Andrews

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff have secure knowledge of how to identify potential signs of abuse and the procedures they would follow to report any concerns for a child's welfare. The manager places the safeguarding training of her staff as a priority, displaying her vigilance in caring for the children at the pre-school. The manager has worked well to address the recommendations from her last inspection. For instance, children have independent access to all resources to support their own choices and have an array of early technology to explore with. The manager evaluates her provision well and captures the view of parents and children to help her to inform changes. A good mentoring and coaching system is used well to ensure that new members of staff are fully prepared for their role and responsibilities.

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

Staff complete regular observations and assessments of children's development. This helps them to precisely plan for their changing interests. Parents are valued and fully included in their children's next steps for their future learning and have constant access to documents, such as their child's online learning journal. Staff help children to use their growing early mathematical skills. For example, they learn to estimate and measure ingredients as they bake and make play dough. Staff help to support children in their early literacy skills. For instance, younger children make marks with paintbrushes and water on the chalkboard outdoors and older children can use the numbers and letters displayed to build an understanding that text holds meaning.

### Personal development, behaviour and welfare are good

Children behave well. Staff are good role models who are helping children to understand how to manage their own feelings and behaviour. Staff help children to develop their own ways to deal with issues when playing with others. For instance, when children want to play with the same toy, staff support them to negotiate turn taking and this helps them to build important social skills. Children are learning about the wider world around them and their immediate community. For instance, they enjoy looking at their own reflections in the mirrors to build on their own identity and going on walks to the parks and local shops.

### Outcomes for children are good

Children are confident and display a perseverance in completing tasks independently. They learn about healthy eating and making good choices as they prepare the many fruits and vegetables provided for snack time. Children have good access to the outside garden to build on their physical skills as they explore and investigate. Children are developing the necessary skills for their future learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY479015
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10076110
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	18
<b>Number of children on roll</b>	25
<b>Name of registered person</b>	Perry, Nicola
<b>Registered person unique reference number</b>	RP904466
<b>Date of previous inspection</b>	12 May 2016
<b>Telephone number</b>	07920 425117

Little Barn Pre-school registered in 2014. The pre-school is open during term time from 9am to 3pm, Monday to Friday. The pre-school receives funding for free early education for two-year-old children. There are six members of staff, of these, one holds early years teacher status and two members of staff hold a level three early years qualification.

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