

The Barn Pre-School

The Barn Pre-School, Elizabeth Road, Waterloville PO7 7LZ



Inspection date	4 December 2018
Previous inspection date	3 December 2013

The quality and standards of the early years provision	This inspection:	Good	2
	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

This provision is good

- The manager and staff are a strong team who work well together to provide good-quality learning experiences for children. This has a positive impact on children's progress and ensures that children gain the skills they need for their next stage in learning, including school.
- Children develop good relationships with staff, who are kind, caring and know children's individual personalities and needs well. Children develop good levels of self-esteem and settle happily.
- Teaching is strong. Staff routinely observe children and make accurate assessments of their abilities. Staff provide children with a variety of age-appropriate activities. Children are curious, inquisitive and are motivated to play, explore and learn.
- Partnerships with parents are excellent. Staff successfully share ideas of how parents can support learning at home. Parents comment on how this helps them to be fully involved in their children's learning and contributes to the good progress children make.
- The pre-school's special educational needs coordinator brings a wide range of skills, expertise and enthusiasm to her role. Staff work well with other professionals and children benefit from the additional support they receive. Outcomes for children are good.
- Staff do not consistently use their good knowledge of children's individual needs to plan precisely for their next steps in learning.
- The manager does not extend the monitoring of groups of children's development to analyse precisely the impact of teaching on the progress made by different groups of children.

What the setting needs to do to improve further

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

- enhance planning even further and focus more sharply on children's next steps in their learning and development, to help them achieve the best possible outcomes
- enhance the monitoring procedures to analyse more precisely the impact of teaching and interventions for different groups of children.

Inspection activities

- The inspector observed the quality of teaching in activities indoors and outside and the impact this had on children's learning.
- The inspector spoke to children and staff, at convenient times, throughout the day.
- The inspector spoke to parents, on the day of the inspection, and took account of their views.
- The inspector checked evidence of the suitability of the staff, recruitment procedures, pre-school policies, confirmation of staff training, looked at a selection of children's records and discussed safeguarding procedures and the self-evaluation process.
- The inspector completed a joint observation with the pre-school manager.

Inspector

Tara Naylor

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff know how to identify and report concerns about children, including from extreme views or behaviours, to maintain children's welfare. The manager leads her staff team well. She completes supervision meetings with staff to support them in providing good-quality teaching. Staff make good use of new skills they gain to support children's ongoing learning. For instance, they use activities to target younger children's speech and language skills successfully. The manager evaluates the provision well and considers the views of staff and parents to develop the pre-school effectively. For instance, she has made changes to the outdoor area to improve the variety of play resources and provide greater challenge for children in their physical play. Parents speak highly of the staff and find them very approachable.

Quality of teaching, learning and assessment is good

Staff are well qualified, knowledgeable and experienced. They use their skills to provide children with tailored learning experiences to help build on what children know and can do. For instance, staff teach children how to sound out the initial sounds of words. Staff model the sounds clearly and provide interesting resources, as they skilfully help children to hear and repeat back letter sounds confidently. Staff are skilled at adapting activities to meet the differing abilities of children. For instance, they help younger children to experiment with modelling dough and capture opportunities to help them to compare the 'big and small ones'. For older children they encourage them to use their imagination and talk about what they can make.

Personal development, behaviour and welfare are good

Children behave well. Staff are good role models and treat children with kindness and respect. Children learn how to play cooperatively with their friends. Staff place a strong focus on enhancing children's personal, social and emotional development. They provide younger children with comfort and reassurance and encourage older children to try new activities and to persevere at tasks. Staff regularly praise children's achievements, to help children develop good levels of self-esteem. This helps children to gain skills that support them well in their ongoing learning. Children are confident in managing some routines for themselves. For instance, they put on their waterproof trousers, coats and boots to play outside. Staff help children to gain good physical skills. For example, as children use play apparatus outside, they teach children where to put their hands and feet to help them to climb safely.

Outcomes for children are good

All children, including those with special educational needs and those in receipt of additional funding, make good progress from their starting points. Children are keen to learn. They gain good attention skills and concentrate well on activities that interest them. Older children learn to recognise the names of some letters and the sounds they represent. Children enjoy taking part in creative play. For instance, they enjoy mixing paints and experiment with the colours they can make, as they make butterfly pictures. Younger children gain good physical skills. For instance, they confidently manipulate puzzle pieces as they work out where they need to go.

Setting details

Unique reference number	EY387984
Local authority	Hampshire
Inspection number	10085656
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	20
Number of children on roll	20
Name of registered person	Farmer, Mandy
Registered person unique reference number	RP513644
Date of previous inspection	3 December 2013
Telephone number	07870634805

The Barn Pre-School registered in 2008 and is located in Waterlooville, Hampshire. The pre-school is open Monday to Friday from 8.30am to 3.05pm, term time only. The pre-school employs three members of staff, all of whom hold relevant early years qualifications. The pre-school is in receipt of funding for children aged two, three and four years old.

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