

Barrowby Pre-School

Barrowby Sports Pavillion, Low Road, Barrowby, GRANTHAM, Lincolnshire
NG32 1DL



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| Inspection date | 10 January 2019 |
| Previous inspection date | 18 June 2018 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|----------------------|----------|
| | Previous inspection: | Requires improvement | 3 |
| 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

- Since the last inspection, the provider has worked closely with the local authority and the previous manager. They have implemented effective recruitment and vetting procedures to ensure that staff working with children are suitable to do so.
- The new manager is dynamic and forward thinking. This helps to provide strong and supportive leadership and a clear vision for the staff team.
- The qualified staff get to know children very well. They observe children carefully and assess what they know and can do and consequently what they need to learn next.
- Children are extremely happy and settled at the pre-school. Staff show a genuine caring attitude towards the children, this in turns leads to strong emotional bonds developing. Children have no hesitation in seeking cuddles and reassurance when they need them.
- The staff team provide a welcoming, well-resourced and nurturing learning environment where children increase their independence and self-confidence.
- Partnerships with parents are good. They receive ongoing information about their children's learning and development. Staff provide 'home challenges' to help parents continue to support their children's learning at home. Parents attend 'stay and play' sessions and family fun days, such as kite flying.
- Children behave very well, they respond positively to the consistent routines and expectations in place. Staff are excellent role models. They speak to children clearly and with respect and children play and work very well together.
- On occasions, staff do not always make the most of opportunities to challenge and extend children's learning, to help them make even greater progress.
- Staffs' professional development is not yet sharply focused on consistently raising the quality of teaching, to have the most beneficial impact on children's achievements.

What the setting needs to do to improve further

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

- make the most of opportunities that arise to extend and challenge children's learning
- strengthen professional development to further raise the quality of teaching and to promote high levels in children's achievement.

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 pre-school manager.
- 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 several parents during the inspection and took account of their views.

Inspector

Sharon Alleary

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager and staff have a good understanding of child protection procedures and know how to manage any concerns they may have about a child's welfare. Effective risk assessments and staff deployment help to keep children safe. Overall, the manager supports staff well through formal supervision meetings. She is well-organised. All the required records, policies and procedures are readily available on request and implemented well to secure children's health and welfare. Parents comment they are pleased with the good progress their children make. In addition, they appreciate the genuine support they and their children receive from the attentive staff. The manager works closely with the staff team and seeks the feedback from parents and children to help plan future improvements.

Quality of teaching, learning and assessment is good

Staff use good teaching strategies to effectively support children's communication and language development. They talk with children while playing with them and provide a narrative for them to hear. Furthermore, staff make good use of sign language alongside the spoken word to help those children who may not be as confident vocally. Staff intuitively know when to engage themselves in children's play and learning. This is seen when staff act as willing customers in children's imaginative play with pretend ice creams. Staff quickly recognise when children may need additional support. They seek the advice of other professionals about how to support children with special educational needs and/or disabilities (SEND). This contributes to ensuring that all children make good progress according to their individual abilities.

Personal development, behaviour and welfare are good

In readiness for outdoor play, children learn to put on their boots and coats with minimal staff guidance. This helps to promote their independence and good self-care skills. Children thoroughly enjoy the opportunity to have fresh air and engage well in physical outdoor play. Children whizz around on wheeled toys confidently and show good awareness of others. They know to keep to the path and wear helmets to promote their safety and well-being. The manager and staff work well with the local schools when the time comes for the children to move on from the pre-school.

Outcomes for children are good

Children make good progress in relation to their individual starting points and capabilities. Younger and older children enjoy investigating and exploring the sounds of musical instruments together. They play their instruments and march to music. Children begin to understand the concept of money as they sell their pretend ice creams. They recognise and find their name when they arrive. Children's listening and attention skills develop well during group activities. They count and compare the number of children, learning there are more boys than girls. The boys good humouredly shout, 'boy power'. Children, including those with SEND and those who speak English as an additional language, develop skills for their next steps in learning, such as starting school.

Setting details

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| Unique reference number | EY425376 |
| Local authority | Lincolnshire |
| Inspection number | 10089419 |
| Type of provision | Sessional day care |
| Registers | Early Years Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 2 - 4 |
| Total number of places | 26 |
| Number of children on roll | 30 |
| Name of registered person | Barrowby Pre-School |
| Registered person unique reference number | RP521871 |
| Date of previous inspection | 18 June 2018 |
| Telephone number | 07415450311 |

Barrowby Pre-School registered in 2011. The pre-school operates term time only from 9am to 3pm, Monday to Friday. There are seven members of staff employed, of whom one holds early years teacher status, one is qualified to level 5 and four are qualified to level 3. The pre-school provides funded early education for two-, three- and four-year-old children.

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