

# Barbican Pre-School

Barbican Pre-School, Barbican Methodist Church, Trewint Crescent, LOOE,  
Cornwall PL13 1ET



<b>Inspection date</b>	27 February 2019
Previous inspection date	18 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		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Leaders and managers are ambitious, dedicated and highly committed to the ongoing improvement of the pre-school. Methods of self-evaluation are used to reflect upon achievements and define targets, which support continual development.
- Staff plan a range of interesting activities, which stimulate children's curiosity. Staff thoughtfully support children's understanding of number. For example, children play with dough, sand and water, discussing quantities, size and shape. Staff provide a good range of resources, inside and outdoors, which help children to develop new skills and interests.
- Children's well-being is given the highest priority and the secure, nurturing environment helps to ensure they are making at least good progress from their starting points. For example, staff quickly identify children's likes and dislikes and adapt routines purposefully to accommodate their needs, including tidying up times and managing mealtimes to help children overcome sensory challenges.
- Parents speak highly of the pre-school and value the supportive relationships they have with staff. They are confident that children are making good progress in readiness for school and eagerly contribute to children's online learning journeys.
- The manager uses funding well to help narrow gaps in learning and support individual children's progress and learning needs. The purchase of resources has helped staff to manage some challenging behaviour more effectively, and enable children to understand and regulate their own behaviour.
- Although staff undertake professional development opportunities, systems for monitoring their performance to support their ongoing development are still evolving.
- The link between the identified next steps in children's learning and staff's teaching is not always delivered consistently, to help children make more rapid progress.

## What the setting needs to do to improve further

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

- develop further the good methods of evaluating staff's practice through more regular and effective performance management
- strengthen the link between the identified next steps in children's learning and staff's teaching, to help children make more rapid progress.

### Inspection activities

- The inspector observed the quality of teaching indoors and outside, and assessed the impact this has on children's learning and development.
- The inspector spoke with the staff and children at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager and held discussions with the manager and deputy manager concerning the leadership and management of the pre-school.
- The inspector looked at evidence of suitability, a record of staff's qualifications and training, policies and procedures, health and safety records, self-evaluation documents and children's electronic learning files.
- The inspector took account of the views of parents spoken to on the day of the inspection and from comments noted on recent feedback forms.

**Inspector**  
Carly Ellicott

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Training opportunities and regular updates help to ensure that all staff have a thorough knowledge of child protection procedures. Staff are vigilant. They take effective steps to minimise potential risks without limiting children's experiences. For example, they ensure children wear helmets when riding bicycles and share information with parents to help keep children safe at home. Managers and leaders have systems in place to ensure they recruit staff safely. For example, they have attended specific training and implemented changes to policies that help to assess whether staff are suitable. The pre-school committee is responsive to the needs of the children and the local area. It is committed to staff's well-being and ensures that children benefit from high ratios. Professional development opportunities link well with the needs of the children attending overall.

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

Staff plan a range of enjoyable activities that stimulate children's curiosity and help to build on what they need to learn next overall. For example, staff use handmade resources to promote children's small-muscle skills, such as wooden peg boards and elastic bands, which helps them develop skills for early writing. Staff provide high levels of interaction, which helps children to engage deeply in their chosen activities. For example, children observe the bug hotel and delight in finding worms. Staff model language to expand children's emerging vocabulary, for example talking about insects. Staff facilitate a range of creative activities, such as designing self-portraits with buttons and fabric. They help children to maintain attention during focused one-to-one activities.

### Personal development, behaviour and welfare are outstanding

Staff have children's welfare and personal development at the heart of their practice. They form exceptionally secure bonds with every child, and parents give high praise for the special support they receive. Staff are extremely able at providing individual, tailored support for children, and they establish a strong sense of emotional well-being. Children with special educational needs and/or disabilities benefit from exceptional targeted one-to-one intervention, which helps them to become increasingly confident and motivated learners. For example, activities support speech and language development and gradually build on children's understanding of social boundaries through exciting, interactive games and stories. The highly skilled staff use their expert knowledge to support exceptional programmes of transition which help children to make links and form secure relationships when faced with new challenges. For example, staff accompany children on visits to their chosen schools and visit them in their Reception classes.

### Outcomes for children are good

Staff monitor children closely and seek advice and guidance from other professionals, which helps to ensure that children's unique needs are met. Children readily tackle new challenges and express a desire to complete tasks, for example washing up at snack time independently. They are resilient and know how to solve problems, such as taking turns when playing on the see-saw. Children are well prepared for the next stage in learning.

## Setting details

<b>Unique reference number</b>	EY380095
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	10062238
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Barbican Pre-School Committee
<b>Registered person unique reference number</b>	RP905242
<b>Date of previous inspection</b>	18 May 2016
<b>Telephone number</b>	01503262948

Barbican Pre-School registered in October 2008. The pre-school operates from the Barbican Children's Centre in Looe, Cornwall. It is open from 8.45am until 3.15pm on Monday, Wednesday, Thursday and Friday, and 8.45am to 11.45am on Tuesday, during term time only. There are seven members of staff working at the pre-school. All staff hold appropriate early years qualifications at level 3. The pre-school receives funding to provide free early education for children aged two, three and four years.

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