

Barrow Village Pre-School



Barrow 1618 C Of E School, Barrow, Broseley TF12 5BW

Inspection date	3 April 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 provider uses her expert knowledge of how children learn to drive continual improvements in the quality of teaching. She communicates high expectations to staff and children. As a result, children make good, and in some instances exceptional, progress in their learning.
- The provider develops highly effective partnerships with parents, other professionals and with the school where the setting is based. She creates a shared approach to achieving the best outcomes for children's care and learning. This helps to ensure children receive any additional support they may need and are well prepared for their move into school. Children benefit from taking part in activities with Reception Year children and become familiar with eating their lunch in the school hall.
- Staff are sensitive and effective in helping children to feel safe and secure. Settling-in periods are tailored to children's individual needs. This ensures children receive all the support they need to settle. Staff help children to develop a positive sense of themselves and an increasing confidence in different social situations.
- During child led-activity time, exceptional focus is given to helping children to learn how to initiate their own play and follow their own interests. Children learn to use the abundance of imaginative and creative resources on offer. They become engrossed in their self-chosen play and learning.
- At times, adult-led activities are not as meticulously planned so that all children have the opportunity to make the very best progress they can.
- Opportunities are not as rich for children to make the best progress in their interest and understanding of number.

What the setting needs to do to improve further

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

- enhance the planning of adult-led activities so that these sessions provide the very best opportunities for all children to progress
- extend the opportunities for children to develop their interest and understanding of number.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this had on children's learning. She spoke to staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the provider and looked at relevant documentation. This included evidence of the suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Christine Armstrong

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. The provider and staff have a strong knowledge of safeguarding policies and procedures, which means that children's welfare is protected. They know the action they must take if they have a concern about a child. Children are kept safe as they take part in activities, such as weekly visits to the school's wood for forest school activities. There are robust recruitment procedures and ongoing checks in place to ensure all staff are suitable to work with children. The provider implements an effective performance management programme. She is an excellent role model for staff and helps them to continually develop their knowledge and skills. Monitoring of children's progress identifies where individual children may need further help to achieve.

Quality of teaching, learning and assessment is good

Staff work effectively with parents from the outset to accurately identify children's achievements and next steps in learning. They place exceptional focus on finding out and supporting children's interests and fascinations. They are particularly effective in using this information to guide their interactions during child-initiated activities. Staff help children to express and try out their ideas. They successfully challenge children to keep going and to enjoy learning through trial and error. This leads children to maintain their focus on their goals and persist until they are satisfied with the end result. For example, children use bricks to successfully achieve their goal of constructing a vertical train track. Children's interest in reading and writing is superbly supported. Staff encourage children to review and celebrate the progress they are making in their writing skills. Staff actively support children when they show significant interest and ability in early reading skills.

Personal development, behaviour and welfare are good

Staff are very successful in helping children to increase their self-control and friendly behaviours. Children learn how to express their feelings appropriately and to resolve conflicts with other children. They listen to and follow instructions and help each other to complete tasks, such as tidying toys away. Children are supported well to recognise and value differences in themselves and others. They develop good levels of independence and confidence to explore their surroundings. Children enjoy being active outdoors and gaining increasing control over their bodies. Staff challenge children well to think about the steps they can take to keep themselves safe.

Outcomes for children are good

Children are well prepared for their next steps in learning, and in some instances they are exceptionally well prepared for school. Some children confidently read words correctly in their school reading book and write their first and second name. All children become enthusiastic and motivated learners. They enjoy demonstrating what they know and can do. They are eager to take part in all activities and enjoy being imaginative and creative.

Setting details

Unique reference number	EY540256
Local authority	Shropshire
Inspection number	10079916
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 - 4
Total number of places	16
Number of children on roll	33
Name of registered person	Barrow Village Preschool Ltd
Registered person unique reference number	RP540255
Date of previous inspection	Not applicable
Telephone number	07875353710

Barrow Village Pre-School registered in 2016. The pre-school employs six members of childcare staff. The provider and manager has early years professional status. The deputy is a qualified early years teacher. Two staff hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The pre-school opens from Monday to Friday term time only. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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