

Barnetby Under Fives

The Village Hall, Silver Street, Barnetby le Wold, Barnetby, South
Humberside DN38 6HS



Inspection date	22 May 2019
Previous inspection date	22 June 2016

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

- Staff focus strongly on promoting children's emotional well-being. They understand and cater well for each child's unique emotional needs. As a result, children settle quickly and form relationships with all staff that comfort and reassure them.
- All children make good progress in relation to their starting points, including those in receipt of funded early education. They are energetic, excited and interested learners.
- Staff provide a wide range of good-quality resources and gently encourage all children to participate in planned activities. Children take pride in working together as a team and take turns to share toys and other resources.
- The management team and staff work closely together. They fully promote teamwork and appreciate each other's unique talents and skills. Staff have opportunities for regular supervision meetings and appraisals to discuss specific aspects of their practice.
- Members of the management team carefully evaluate their practice and develop plans to address any areas identified for improvement. They have highlighted that staff's continued professional development is not targeted as sharply as possible to help raise the overall quality of teaching to an exemplary level.
- On occasions, staff do not make the most of opportunities to extend children's early writing skills. As a result, they do not always fully support children to make the best possible progress in this area of learning.

What the setting needs to do to improve further

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

- continue with plans to help raise the quality of staff's teaching even further through a highly focused programme of professional development
- make the best use of opportunities to fully support children to practise their early writing skills.

Inspection activities

- The inspector observed staff interacting with children as they played indoors and outdoors. She evaluated an adult-led activity and discussed with the manager the impact of staff's quality of teaching.
- The inspector sampled documentation including policies, training certificates and children's records.
- The inspector spoke to and interacted with children at appropriate times. She held discussions with parents and grandparents and took account of their views and opinions.
- The inspector checked evidence of the suitability of all adults working on the premises and checked the qualifications of all staff members.
- The inspector talked to the manager about how the service is evaluated and any plans for continual improvement.

Inspector

Karen Tyas

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have completed a range of training that has enhanced their knowledge and awareness of safeguarding issues. They understand the procedure to follow in the event that they have concerns for a child's welfare. They are vigilant for possible hazards to children's safety. Staff identify and minimise potential risks through a process of daily risk assessment. The manager ensures that the premises are kept secure at all times. This helps to keep children safe while attending the setting. Staff work closely with specialist agencies when required to help children meet their full potential. They monitor children's progress carefully and exchange information with parents. This joint approach helps children benefit from consistent teaching and care practices. Parents contribute to the self-evaluation of the setting. They fully support the setting and speak highly of the service they receive.

Quality of teaching, learning and assessment is good

The well-qualified staff are welcoming, animated and enthusiastic in their manner towards children. They motivate children to think deeply about their learning and help them to understand as they demonstrate and explain. Staff know when to stand back and give children time to investigate and explore. For example, children use tools to dig in a patch of soil. They search for bugs and use magnifying glasses to investigate in detail. Children practise counting in sequence when they count how old they are using their fingers. They help staff complete a head count on their return from outside play. Staff quietly and calmly read to children when they select their favourite storybooks. Children have great fun as they confidently express themselves during a planned activity that incorporates musical instruments. They whoop with excitement and clap enthusiastically to the rhythm of nursery rhymes.

Personal development, behaviour and welfare are good

Children enjoy daily opportunities to practise their physical skills. They eagerly use the sit-and-ride cars and balance bikes and squirt water pistols. Children are offered healthy snacks to eat and fresh water to drink. Staff are effective role models and children's behaviour is good. The key-person approach works well and helps children to settle quickly on entry to the setting. Staff are receptive to children's interests and ideas, which helps promote their self-esteem. Young children's care needs are swiftly attended to, for example during nappy changes.

Outcomes for children are good

All children thrive in the welcoming, busy environment. They are well prepared for the next stages in their learning. They are busy and motivated learners who eagerly anticipate daily routines. Children learn to take turns and play cooperatively. They are affectionate towards each other and make decisions as a group. Their individual personalities are evident and they demonstrate positive attitudes to learning. Children clearly feel safe and are very industrious and happy during their time spent at the setting.

Setting details

Unique reference number	205687
Local authority	North Lincolnshire
Inspection number	10065055
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	36
Name of registered person	Barnetby Under Fives Committee
Registered person unique reference number	RP901744
Date of previous inspection	22 June 2016
Telephone number	07842 225943

Barnetby Under Fives registered in 1992. The pre-school employs five members of childcare staff. Of these, four hold appropriate childcare qualifications at level 2 and 3, and the manager holds an early years qualification at level 6. The pre-school opens from Monday to Thursday during term time only. Sessions are from 9.15am until 3.15pm. The pre-school provides funded early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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