

Inspection of Barton Pre-School

Barton Methodist Church, Cliffe Road, Barton on Sea, New Milton, Hampshire BH25 7PA

Inspection date: 10 September 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive enthusiastically and greet staff warmly. They confidently say goodbye to parents and happily engage in play. Children explore the wide variety of activities and quickly become engrossed, demonstrating increasing levels of concentration. Children form confident relationships with staff. The uniqueness of each child is recognised and valued. Children get the encouragement they need to build on their individual interests and make good developmental progress. Staff are excellent role models; they are gentle, kind and respectful in their interactions. They encourage children to think about how their actions and the actions of characters in stories affect others. Children are polite and behave well. They begin to understand and follow rules and learn to look after the resources. Staff encourage children to develop an understanding of their local community. For example, children visit a local care home where they participate in a range of activities with the older people who are residents there. Staff encourage children to recall their activities and talk about their families and experiences. Children are curious and ask questions. They learn to tend to their own personal needs with gentle encouragement and support. This contributes to their self-confidence, particularly in preparation for school.

What does the early years setting do well and what does it need to do better?

- The manager has high expectations for all children. Comprehensive self-evaluation, informed by staff and parents' views and children's progress, helps to identify weakness and areas for development. This leads to continuous improvement. Arrangements to support and mentor new staff are effective. Staff benefit from a well-established programme of training and development. They are enthusiastic and knowledgeable about their roles.
- Staff are particularly effective at supporting children's communication and social skills. For example, staff model language well as they join in role play at the shop. They talk about and help children to make a shopping list, and children find bags to carry, ask for and select items from the shop and then count out the coins to pay. Children count, sort and match in their activities. Staff encourage them to compare sizes and use positional language, increasing their early mathematical awareness.
- Staff encourage children to experiment. For example, children explore the water play and help each other to lift the pipes and make the ducks 'swim' into the buckets. Staff ask questions to encourage the children to think and link their knowledge. For example, they ask the children why they think the duck is stuck and what can they do to make it move.
- Children develop the skills that will help them learn to read and write. They use a variety of mark-making materials, encouraging their finer movements and control. They see adults writing and some children try to write their names.

Children listen attentively to stories and use books independently. They recall familiar stories and talk about what will happen next.

- Children proudly demonstrate their increasing physical skills as they ride balance bicycles and tricycles. They show delight as they blow huge bubbles that float off into the sky. Some children try to chase and catch them. Staff encourage children's awareness of safe behaviour as they take age- and developmentally appropriate risks in their activities. For example, they learn to use a knife with care to cut fruit and cheese for snack time.
- Staff carefully monitor children's progress to ensure all children, including those who are in receipt of early education funding, make good progress from their starting points.
- Staff plan each session carefully, ensuring children have opportunities to experience a wide variety of activities. They know each child well and adapt their interactions to extend the skills of each individual. They have easy access to resources and so they extend and follow children's interests quickly. However, teaching of knowledge and understanding of the world is not as strong as other aspects, despite the pre-school having a good variety of resources to support this aspect of learning.
- Staff get to know the children and their families very well. Parents are very complimentary about the care and learning opportunities their children receive. They recognise the good progress children make and feel well informed by the staff. However, the pre-school does not sufficiently share ideas or resources to encourage further learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures all staff undertake safeguarding training. Staff know the action they must take if they have concerns about a child. Safeguarding information is clearly displayed, reminding everyone of their duty to report concerns. Robust recruitment and vetting systems are in place to ensure the suitability of staff. Staff risk assess thoroughly to ensure potential risks are managed effectively. They supervise children closely, particularly in the outside area. Staff ensure the required adult-to-child ratio is maintained at all times. Regular fire drills enable all staff and children to learn how to evacuate the premises swiftly.

What does the setting need to do to improve?

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

- develop teaching skills to further enhance children's opportunities to improve their knowledge and understanding of the world
- develop further ways to encourage and link children's learning between pre-

school and home.

Setting details

Unique reference number	507929
Local authority	Hampshire
Inspection number	10063351
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	26
Number of children on roll	12
Name of registered person	Barton Pre-School Committee
Registered person unique reference number	RP902083
Telephone number	07960 996244
Date of previous inspection	22 March 2016

Information about this early years setting

Barton Pre-School registered in 1992. It is managed by the Methodist Church. The pre-school is located in Barton on Sea near New Milton and opens five mornings a week during school terms. Sessions operate between 9am and 1pm on Monday and Thursday, between 9am and midday on Tuesday, between 9am and 11.45am on Wednesday and between 9am and 2pm on Friday. A lunch club is available between 11.45am and 12.45pm on Mondays, Thursdays and Fridays. A team of five staff work with the children. Of these, all hold recognised early years qualifications. The manager is qualified to level 4, one staff member to level 6, two staff to level 3 and one to level 2. The pre-school receives funding to provide early education for children aged two, three and four years.

Information about this inspection

Inspector

Lynne Lewington

Inspection activities

- The inspector undertook a learning walk with the manager around the premises, reviewed the resources, discussed risk management and was introduced to staff.
- The views of parents leaving children at pre-school on the inspection day were taken into consideration.
- The inspector and manager observed and discussed the quality of a planned activity.
- The inspector observed staff and children at play and talked to them about their activities.
- A variety of documents, including qualifications, first-aid certificates, policies and records, were reviewed.
- The inspector discussed leadership and management with the manager and provided feedback regarding the inspection.

We carried out this inspection 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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