

Inspection of The Barn Pre-School

The Barn Church, Francis Edwards Way, Crawley, Sussex RH11 8GH

Inspection date: 13 October 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children benefit from warm welcomes from staff. They confidently leave their parents and go straight to wash their hands before settling quickly into their play. Children enjoy a wide range of stimulating activities and resources. They spend as much time as possible outside in the fresh air. Children begin to build an understanding of the world around them as they fill up bird feeders with seeds. They talk about the different birds they can see and how to look after them.

Children develop secure and trusting relationships with staff. They seek staff out for reassurance and to join in with their play. Children role play having a tea party. Staff join in and build on children's ideas as they discuss the food and drinks the children are pretending to make. Staff have high expectations for children. They are warm and nurturing and praise children for their efforts and achievements. Children are confident. They behave well in relation to their age and stage of development. Children enjoy playing together, sharing ideas, and show consideration for each other. They work collaboratively, collecting real bricks in wheelbarrows from around the garden. Children use the bricks to build a tower. They discuss being careful to ensure that it does not topple over. Staff support children in a sensitive and consistent way as they learn to share. They allow lots of opportunities for children to practise turn taking.

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

- The manager and staff provide a curriculum that follows children's interests. They make observations of children's achievements. Staff have a clear view of what they want children to learn by the time they leave in order to be ready for their next stage of learning. Overall, staff monitor children's learning and development well. However, some children's next steps in learning are not precisely identified to support them to make more rapid progress.
- Staff understand the importance of children developing good communication and language skills. They make use of opportunities to join in with children's play, building on their conversations. Staff ask appropriate questions and talk to the children about what they are doing. For example, they discuss the colour and texture of the sand that children are using to create a picture.
- Children develop good levels of physical skills. They benefit from a range of inviting opportunities for fresh air and exercise. Children run, jump and climb with ease, while learning how to manage their own risks. They confidently use bicycles and race each other as they ride them around the garden. Children concentrate well and avoid obstacles.
- Staff embed mathematical development well. Children count freely in their play as they discuss how many pieces of fruit they eat at snack time. They confidently talk about how many candles are needed for a cake. Children show

curiosity as they use mathematical language such as 'more' and 'less' when filling and pouring in the water tray.

- The manager shows a clear commitment to providing high-quality care and education. The manager and staff regularly reflect on their practice and the pre-school. Staff benefit from regular supervision sessions. They have opportunities to extend their professional development through online training and they feel well supported by the manager.
- Staff support children with special educational needs and/or disabilities well. They work with other professionals effectively. For instance, staff seek and share information to support children's learning. Staff use additional funding effectively to enrich children's learning experiences. For example, they have redeveloped the outdoor area and provided resources to enhance the outcomes for individual children.
- Children learn about the importance of healthy lifestyles. They plant, take care of and pick a range of fruits and vegetables. Mealtimes and snack times are social occasions. Staff sit with children and engage in discussions about what they are eating. Staff focus on developing children's independence. For example, children pour their own drinks and practise cutting their fruit. Children learn how to wash their hands and blow their own nose.
- Staff develop positive partnerships with parents, who speak very highly of the staff. Parents are positive about how the pre-school supports children individually from settling in to preparing them to be ready for school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and the staff demonstrate a good understanding of safeguarding. They have a clear knowledge of the potential signs and symptoms of abuse. Staff know what to do if they are worried about the welfare of a child and they know how to report a concern. This includes the whistle-blowing procedure for reporting concerns about staff practice. The manager follows safer recruitment procedures and checks that staff are suitable for their role. Staff carry out effective risk assessments to ensure the safety of the children in both the indoor and outdoor environment.

What does the setting need to do to improve?

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

- support staff to identify each child's next steps in learning more precisely, to help children to make more rapid progress in their development.

Setting details

Unique reference number	EY563564
Local authority	West Sussex
Inspection number	10191464
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 3
Total number of places	21
Number of children on roll	24
Name of registered person	Bond-Roberts, Beverly Jane
Registered person unique reference number	RP563563
Telephone number	07999998226
Date of previous inspection	Not applicable

Information about this early years setting

The Barn Pre-School registered in 2018. It operates from The Barn Church in Crawley, West Sussex. The nursery is open from 9am to 2.30pm on weekdays during the school term time. The nursery employs five staff. The manager holds early years professional status, three members of staff have a level 3 qualification and one is an apprentice. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kerry Bentley

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Relevant documents were reviewed by the inspector, including a range of policies and evidence of the suitability and training of staff.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact on children's learning.
- The inspector talked to children, parents and staff and took account of their views.
- The inspector and the manager completed a learning walk across all areas of the setting to understand how the early years curriculum is organised.

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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