

Inspection of Barnack Pre-School

School Road, Barnack, Stamford, Lincolnshire PE9 3DZ

Inspection date: 15 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive confidently and are eager to start the day. They greet their friends and staff happily, settling quickly to their chosen activity. Children show that they feel safe and secure. They talk to staff with ease and show great interest in the building works at the school.

Children are keen to play outside, where they enjoy a wide range of activities that support their physical development. Older children ride balance bicycles skilfully across the undulating grass. They notice the pattern the tyres on the bicycles make on the path after they ride through water. Younger children show immense determination to learn how to ride the tricycle. They listen to staff who show them how to push the pedals to propel themselves along. Children have plenty of time to practise and revel in their eventual success.

Children enjoy listening to stories and looking at books. They build a wide vocabulary as staff explain new words and provide meaningful activities that help to develop children's understanding even more. For example, children enjoy a story about Zog. They develop their thinking skills as they re-enact part of the story to help Zog's friend reach the princess. Children think how they can use interlocking bricks to build steps or create a hoverboard to fly to the princess.

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

- Leaders provide staff with a clear and broad curriculum that helps to sequence children's learning effectively. Staff are qualified and use their professional knowledge well to help children build on what they know and can do when they start at the pre-school.
- Staff take time to get to know children and what they are interested in. They plan well to reflect children's emerging interests, such as when children are captivated by the building works at the host school. Children use trowels to place sand between wooden bricks as they build walls, inspired by the builders. They know the names of the different construction vehicles and their function. Staff teach children about health and safety, for example they explain why builders wear hard hats.
- Parents are very positive about the pre-school and staff. They state that their children are happy and eager to attend. Parents feel well informed about their child's day and the progress they make in learning. They know what their child needs to learn next and how to support their ongoing learning at home.
- Staff state that they feel well supported to fulfil their roles. They reflect on their practice with leaders and identify training and coaching to help them develop their knowledge and skills further. Staff add that leaders have changed some processes to reduce their workload, which enables them to spend more time

with the children.

- Staff talk to children and introduce new words as they play. Children join in with songs and rhymes throughout the day. Staff know this is important to support children's good communication and language development. Staff provide children who speak English as an additional language with appropriate support. For example, they ask parents to provide key words and phrases in their child's home language that they use to help children settle and build their understanding. Children are confident talkers and express their ideas and emotions clearly.
- Children are kind and respectful towards each other and to staff. They listen to gentle reminders from staff about using good manners. Staff help children to share and take turns as they play. Older children show kindness and affection towards younger children and frequently check that they are happy. Children build high levels of self-esteem.
- Staff work well in partnership with other professionals. They ensure that children with special educational needs and/or disabilities receive appropriate support when they need it to help them reach their potential. Staff work well with local Reception class teachers to help children prepare for the move to school. Children benefit greatly from regular experiences at the host school, including attending some school events.
- Staff know children well and follow their lead in play. However, they tend to follow routines closely and do not always adapt their practice to meet the needs of the youngest children. For example, staff do not always give enough time and support to help those children who are still learning to follow set routines. Sometimes, small-group activities are lengthy and all children are expected to sit for a long time.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive regular training and updates about child protection and safeguarding issues. Leaders place a high priority on safeguarding matters, ensuring that local information and updates are discussed with staff often. Staff confidently fulfil their role to protect children from harm. They know what to do should they have any concerns about a child's welfare. Staff make effective use of risk assessment to provide children with a safe and secure environment. Leaders use robust processes to help to assure the suitability of adults working with children.

What does the setting need to do to improve?

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

- enhance staff knowledge and understanding of adapting practice to support younger children and meet their specific needs.

Setting details

Unique reference number	260892
Local authority	Peterborough
Inspection number	10137538
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 at time of inspection	2 to 4
Total number of places	20
Number of children on roll	17
Name of registered person	Barnack Pre-School Committee
Registered person unique reference number	RP517219
Telephone number	01780 749355
Date of previous inspection	8 February 2016

Information about this early years setting

Barnack Pre-School registered in 1991 and is managed by a committee. The pre-school employs seven members of childcare staff. Of these, five staff hold appropriate early years qualifications at level 3 and above. The pre-school opens from Monday to Friday during term time. Sessions are from 8.30am until 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Gail Warnes

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 manager and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of group activities with the manager.
- Parents and carers shared their views on the setting with the inspector.

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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