

Inspection of St Barnabas Pre-School

St. Barnabas Centre, Pilsley Road, Danesmoor, CHESTERFIELD, Derbyshire S45 9BU

Inspection date:

28 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are interested and explore the activities planned by staff with confidence and enthusiasm. At times, staff interact with children, who then join in quality play and develop relationships with each other. Children smile and laugh at each other and demonstrate they are happy. However, there are inconsistencies in the quality of interactions that promote children's learning. Some staff do not engage with children during play. This influences what children learn. For example, children with limited communication skills sometimes play alone.

Children are cared for in a safe environment. The careful deployment of staff helps to keep children safe when playing outside. Outdoor play is always available for children at the pre-school. Children choose whether they would like to play indoors or explore outside, during their time at pre-school.

Overall, children behave well. They follow instructions from staff and know what the rules are when they are at the pre-school. Children wait their turn for a seat at the snack table. They learn right from wrong as staff offer clear guidance and are good role models. For example, staff explain the dangers of running indoors.

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

- The manager completes supervisions and informal observations of staff practice. However, weaknesses in practice are not always identified. For example, quality interactions between staff and children are variable at the pre-school. Consequently, not all children are achieving what they are capable of.
- Staff plan activities around the interests of all children. For example, a child asks a staff member to hop around in the outdoor play area. This then leads to the child copying the hopping actions from staff and extending their physical play. However, children with limited communication skills stand and watch other children play. Without staff encouragement to join in with the activity, these children miss out on play and learning opportunities with their peers.
- Staff have completed some mandatory training courses. However, they are not offered a wide range of training and mentoring opportunities to increase their broader skills and knowledge. For example, no training has been provided to staff to help them to understand how to extend children's learning and development.
- The manager shares information with the local health team, as part of completing the two-year progress check for children. Staff use this information to ensure that any gaps in children's learning are identified. Additional support is accessed when needed in order to support children's progress.
- Staff promote children's independence and self-care routines at the pre-school. They encourage the children to use the toilets independently and offer their help

when needed. Children also wash their hands before and after they eat at mealtimes.

- Children are friendly and play well together. They show consideration and kindness for one another and their families. They role play many home life scenarios in the well-equipped home corner area. For example, children use telephones to pretend to talk to their parents. They talk about what they are doing at pre-school with their friends. Children use their imagination well. They take turns with their friends to pretend to cook food in the role play microwave.
- Parents' views of the pre-school are complimentary. They report that their child's confidence levels have increased since they started attending pre-school. Parents are happy with the information they receive from the staff and how they are regularly kept up to date. For example, they receive information through an electronic system and receive regular newsletters.
- The manager identifies children with special educational needs and/or disabilities. She works in partnership with a range of external agencies. Referrals are made to ensure children receive the additional support they need.
- Staff support children's transition to school. They share information regarding children's development with the child's new teacher. This helps the new staff provide the correct level of support and have clear learning intentions for children when they start at the school.
- The pre-school offers a range of outdoor play opportunities to develop children's physical development. For example, children paint the windows using large paintbrushes and water. They learn how to move their bodies using large movements.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. Staff have an accurate understanding of the signs that a child may be at risk of harm or neglect. They know how to share any concerns and understand the importance of doing so promptly. Staff are knowledgeable regarding local and national potential risks, such as county lines and extremist behaviour. The designated safeguarding lead has a thorough understanding of her role. She follows clear procedures and carries out robust checks to ensure staff are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve staff's professional development and support all staff to improve their teaching skills.	25/03/2022
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To further improve the quality of the early years provision, the provider should:

- improve the quality of staff interactions so that children's learning and development are extended consistently.

Setting details

Unique reference number	206864
Local authority	Derbyshire
Inspection number	10131220
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	34
Number of children on roll	29
Name of registered person	St Barnabas Pre-School Limited
Registered person unique reference number	RP522923
Telephone number	01246 251 351
Date of previous inspection	15 May 2013

Information about this early years setting

St Barnabas Pre-School registered in 1974 and is managed by a board of trustees. It is situated in the St Barnabas community centre in Danesmoor, Derbyshire. The pre-school operates from designated rooms within the centre and there is a fully enclosed area available for outdoor play. The pre-school employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 6 or below. The pre-school opens term time from Monday to Friday. Sessions are from 8.30am until 4pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marie Townrow

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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the manager about the leadership and management of the pre-school.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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