

Inspection of Barn Owl Pre-School

Haydon Wick Primary School, The Brow, SWINDON SN25 1HT

Inspection date: 9 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Outstanding
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive at the pre-school motivated and eager to learn. Staff have a good understanding of each child and use praise and encouragement to help them develop a strong sense of self-esteem and confidence in a welcoming environment. They encourage children to always have a go and are on hand should they require support. Children proudly share learning with their key person, such as the 'when they grow up' pictures they have drawn or when they are able to do up a button by themselves. Staff value children's achievements, which helps to support each child's learning. During the COVID-19 pandemic, the pre-school liaised with parents via their social media page, sharing stories and activity ideas, and making regular phone calls to overcome any negative impact.

Children's behaviour is outstanding. Children have an excellent understanding of how their behaviour can impact on others. They show empathy for others and wait patiently as verbal and non-verbal children communicate during activities. They can follow 'golden rules' and instructions exceptionally well, without being prompted. When conflicts occur, children seamlessly resolve these together without impacting their learning. Staff are exemplary role models. They use positive praise and reinforcement to support the children to manage their emotions and learn right from wrong. Children confidently tell adults that they are 'not scared' when they go on a bear hunt.

Children are making good progress with their learning. Staff ensure that all areas of learning are accessible in both indoor and outdoor environments. There is a strong emphasis on communication and ensuring that all children are included, especially those who are learning English as an additional language and/or have delayed speech. Children who receive additional funding are well supported and benefit from a curriculum that is tailored to their needs.

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

- Partnership with parents is effective. Parents speak highly of the pre-school and the relationship the staff have formed with their children. They feel exceptionally supported by the management team, which they say goes 'above and beyond' for their children. They have knowledge of their child's current and future learning experiences. Staff work closely with the parents of the children with special educational needs and/or disabilities (SEND) to help ensure each child makes the best possible progress.
- All children are taught sign language when they start the pre-school, which is positively encouraged throughout their day. This supports all children, especially those who have communication difficulties, such as speech delay or who are learning English as an additional language. They are all taught the sign for 'help'

so they can express how they feel to an adult or friend. This supports their emotional well-being.

- Staff have a strong knowledge of how their key children learn and know what their strengths and areas of development are. However, staff do not always take full account of children's individual next steps in their planning in order to help each child consistently achieve the best possible outcomes.
- Children are taught how to manage risks and keep themselves safe. They have created their own 'fire drill procedure book' and know why they should wear a helmet on the bikes and when it is safe to cross the road.
- Staff who support children with SEND have a clear understanding of their role. They work closely with parents and seek support from professionals. However, staff do not always make best use of available resources to support independent communication by non-verbal children.
- Children are given the opportunity to make choices within the curriculum and what they can play with. They talk proudly about why they have made these choices and skilfully respect other children's choices. Children choose dolls to play with in the afternoon so they 'can play together and have a kid's party'. They can express how they feel exceptionally well and confidently share experiences from previous learning, such as 'saving the planet' and 'litter picking'.
- The pre-school offers opportunities for children to experience learning that may not be offered at home. Children have opportunities to taste food from different cultures. They learn about their local community and different ways of life through visiting the school grounds and discussing parents' occupations.
- There is a strong team ethos. Staff are confident in approaching the management team and feel their well-being is valued. Staff act swiftly to support each other during learning and reflect together on how they can improve practice as a team. This is supported by the manager's clear vision, including areas of development to improve learning outcomes for children.
- Children's personal hygiene and healthy eating are securely embedded in practice. Children know when to wash their hands without being prompted and can communicate to parents what is healthy for their lunch.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure knowledge of safeguarding and what to do if they have a concern about a child. Staff understand their responsibilities in keeping children safe and are aware of the process to follow should they have any concerns about a colleague. They keep their knowledge up to date with regular training. Staff can confidently recognise the signs and symptoms of when a child might be at risk from extreme views, domestic violence, and female genital mutilation.

What does the setting need to do to improve?

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

- provide further support for children with special educational needs/and or disabilities to communicate with others independently
- tailor planning to be more specific to children's individual next steps in learning to help achieve the best possible outcomes.

Setting details

Unique reference number	EY413337
Local authority	Swindon
Inspection number	10214531
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	24
Number of children on roll	42
Name of registered person	Christine Webb and Debbie Waldron Partnership
Registered person unique reference number	RP520062
Telephone number	01793 791 903
Date of previous inspection	30 October 2017

Information about this early years setting

Barn Owl Pre-School registered in 2010. It is situated within Haydon Wick Primary School, in Swindon, Wiltshire. The pre-school opens weekdays from 9am until 3.10pm for 49 weeks of the year. The pre-school employs seven members of staff, including an administrator. Of these, four hold an early years qualification at level 3, and one member of staff holds an early years qualification at level 2. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years.

Information about this inspection

Inspector

Charlotte Adcock

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.
- A sample of documentation was reviewed during the inspection, including suitability checks and first-aid certificates.
- The inspector observed the quality of teaching through observations, while evaluating the impact it has on children's learning.
- A joint observation was carried out with the manager.
- The inspector talked to the staff and children and took their views into account.
- A learning walk was carried out with the manager to understand how they deliver the curriculum.
- The inspector talked to the setting's special educational needs coordinator about how they support children with SEND.
- The opinions and views of parents were considered during 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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