

Inspection of Barlow Pre School

Barlow Village Hall, Millcross Lane, Barlow, DRONFIELD, Derbyshire S18 7TA

Inspection date: 29 March 2022

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	GoodGood
--	----------

What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to enter the pre-school. They understand the daily routines and, on arrival, they find their name and place it through the post box for self-registration. This gives children a sense of belonging. Staff provide children with opportunities to learn about the farming community in which they live. Children excitedly take part in preparing soil for growing potatoes, showing they know how to use tools correctly. They learn about 'chitting' and preparing the potatoes ready for planting. Children recall what they have already learned about growing vegetables. They tell staff that the potatoes need water and sunshine to grow.

Children understand what is expected of them and they behave well. They play together and cooperate. For instance, children wait patiently for their turn to race a chosen vehicle over the ramps and down the track. Children develop good independence skills in readiness for school. They put on their own shoes and coats, pour their own drinks, and access the toilet themselves.

Children have a positive attitude towards learning and are keen to explore the wide range of activities set out for them. Staff have high expectations of children's learning, particularly their physical development. For example, children benefit from a football coach visiting the pre-school weekly. They use their imagination to pretend to be 'bees' buzzing around the field. Children demonstrate their developing coordination skills. They kick a football at the sports cones, which represent the flowers. Children hit the sports cone to release the 'pollen' and then race to the 'beehive'.

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

- Parents speak highly of the pre-school. Before starting at the setting, staff gather information from parents and carers about their children's home life and experiences. This helps them to understand what children already know and can do. Parents confirm that they are kept informed about their child's progress and given ideas to further support their learning at home.
- Children with special educational needs and/or disabilities (SEND) are well supported. The special educational needs coordinator is knowledgeable in her role. She has worked hard to develop relationships with outside agencies. This means that children are referred for extra support where needed. Staff make necessary adaptations to the provision to ensure all children can access the activities provided.
- Management and staff have positive relationships with each other. Staff benefit from regular discussions about their professional development with the deputy manager. They have opportunities to grow their knowledge and skills through

training. Despite this, leaders have not yet fully developed systems to consider how training meets the individual needs of staff in order to raise the quality of education to the highest level.

- Staff praise children for their efforts, achievements and positive behaviours. This helps to promote children's self-esteem and confidence. Staff provide opportunities to help children learn about their emotions and feelings. For example, children look at books about emotions and talk to staff and their friends about how they are feeling and why. They look at their facial expressions in a mirror and draw a picture of themselves. This helps children to develop an understanding of different emotions and why they feel the way they do.
- Children benefit from a language-rich environment that builds on their communication skills. Staff consistently introduce new vocabulary during play. For example, during a growing activity, staff introduce words such as 'fertilisation' and 'pollination'. They ensure that children understand what these words mean by providing context. That said, during an activity where children were naming animals, staff did not always repeat the words that children incorrectly said, so that they could hear the correct pronunciation.
- Staff understand that children need to practise their small-muscle skills and hand-to-eye coordination in readiness for future writing. They provide an array of fun activities to help children develop these skills. For instance, children mix powder paint and water together using paint brushes. They use large plastic tweezers to pick up small objects to transport them. Older children begin to use a pencil to form letters and write their name.
- Children attend regular forest-school sessions. They learn about nature and follow rules to help keep themselves safe. Children enjoy being active and benefit from the well-resourced outdoor area. They have lots of fun as they carefully navigate around the trim trail. Children use their balancing skills across ropes and tires before tackling the wooden beams. This supports children's large-muscle development, while learning to climb and balance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular training to help staff understand their duties in relation to safeguarding. Staff know the signs and symptoms that might suggest that a child is at risk of harm. They know what to do if they have a concern about a child's safety and well-being. Additionally, staff know what to do if they have a concern about a colleague's conduct. Staff have received appropriate first-aid training so that they can respond in the event of an accident or medical emergency. They record any injuries that children arrive with and seek explanations from parents as to the cause. Staff follow risk assessments to keep children safe in the setting and on visits.

What does the setting need to do to improve?

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

- ensure the correct language and pronunciation is modelled by all staff consistently, to fully support children's developing vocabulary
- provide staff with focused professional development and carefully reflect on the impact the training has on the quality of education.

Setting details

Unique reference number	206717
Local authority	Derbyshire
Inspection number	10214464
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	24
Number of children on roll	48
Name of registered person	Barlow Pre-School
Registered person unique reference number	RP522027
Telephone number	01142 899 046
Date of previous inspection	1 July 2015 1 July 2015

Information about this early years setting

Barlow Pre-School registered in 1974 and is run by a voluntary management committee. The pre-school employs 11 members of staff, including two relief staff and an administrator. Of these, eight hold appropriate childcare qualifications at level 3 or above. One member of staff holds a forest-school qualification at level 3. The pre-school operates Monday to Friday from 9am until 3pm during term time only. On a Monday, Wednesday and Friday a forest-school session is available from 1pm until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Langley

Inspection activities

- This was the first routine inspection the pre-school 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 pre-school.
- The manager, deputy manager and the inspector had a learning walk together and discussed how the curriculum supports children's learning.
- The inspector carried out a joint observation on an activity with the deputy manager.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector held discussions with the management team. She reviewed a sample of documentation and evidence of the suitability of staff working at the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector spoke to a parent during the inspection and took account of their views.
- The inspector spoke with staff and children 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022