

Inspection of Barn Close Pre-School

Quaker Meeting House, 109 Handside Lane, Welwyn Garden City, Hertfordshire
AL8 6SP

Inspection date: 13 October 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children are secure and happy. They are warmly welcomed into the pre-school by staff who they know well and are excited to see. Children are busy as they play with their friends in all corners of the pre-school. They learn about nature. For example, they learn how to grow and water plants and spot birds in the garden. Children are learning how to think scientifically and observe changes in their environment. This helps them to understand the world around them.

Children have a structured routine. They feel safe and secure as they join in with familiar staff and their friends. Staff support children to share and take turns. When children struggle with their feelings, staff provide swift support. As a result, the environment is calm, and children behave well.

Children's social and emotional development is promoted particularly well. Staff know that if children feel happy and safe, they are better learners. Children go to staff for cuddles and reassurance. Children are learning to be independent. They make choices about what to play with and eat. Staff encourage them to express their likes and dislikes.

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

- The manager and staff team share a clear intent for their curriculum. They support children to become independent, confident and resilient learners. For example, all children have a go at getting dressed and putting on their shoes. Consequently, children feel competent and self-confident.
- The manager and staff team have strong relationships with children and know them well. Staff plan activities that build on what children understand and can do. They share children's next steps with each other effectively. As a result, children are challenged, and the curriculum is ambitious.
- The manager and staff plan a varied and interesting curriculum based on the children's interests. Children enjoy a wide range of enriching activities both inside and outside. They hunt for bugs, explore ice and pour water. All children are engaged in their play.
- Children are sociable and talkative because staff chat to the children in a positive way. However, not all staff develop children's language as effectively as others. As a result, children's experiences vary throughout the setting.
- Partnerships with parents are strong. Parents are happy with their children's experiences at the pre-school and report that their children make progress.
- Staff communicate with parents effectively. They share what children have learned and what they need to learn next. Consequently, parents understand what children are learning and children have continuity at home and at pre-school.

- Children's physical development is supported well. They join in with yoga, climb in the garden and enjoy making marks on whiteboards throughout the day. They listen and respond to music. Children have free-flow access to the outside space at all times.
- The manager and staff team support children to learn about other cultures. They ensure that the children learn about the different home languages and cultures of children in the setting. This includes reading bilingual stories and having visitors who speak different languages. As a result, all children, including children who speak English as an additional language, feel valued.
- The manager and staff are reflective of their practice. They plan and attend training to help support children's learning.
- The manager and staff team help children to learn about British values. There is a culture of fairness and sharing in the setting. Children are polite and take turns. They know that everyone is valued and show respect for each other.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff team have a strong understanding of how to keep children safe from harm. They understand the signs and risk factors of abuse and know how to report their concerns. Staff know the procedure to follow if they have concerns about another adult in the setting. The provider follows safer recruitment procedures to make sure that staff are suitable to work with children. The manager and staff team have a clear knowledge of safeguarding issues, including the 'Prevent' duty.

What does the setting need to do to improve?

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

- build on the good teaching in place to help all staff develop children's communication and language skills even further.

Setting details

Unique reference number	EY446475
Local authority	Hertfordshire
Inspection number	10235765
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 4
Total number of places	26
Number of children on roll	10
Name of registered person	Beverley, Janet Susan
Registered person unique reference number	RP909735
Telephone number	07955 707011
Date of previous inspection	8 November 2016

Information about this early years setting

Barn Close Pre-School registered in 2012. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 or above. The pre-school opens from Monday to Friday, from 9am until midday and from 1pm until 3pm, during school term time. There is an additional lunch club from midday until 1pm, Monday to Friday. The pre-school provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Kate Daurge

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 manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector discussed how the curriculum had been implemented and the impact that this had on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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