

Inspection of Barton-le-Clay Pre-School

Manor Road, Barton-Le-Clay, Bedford MK45 4NS

Inspection date: 17 November 2022

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and eager to come to this pre-school. Children are encouraged to be independent and to make their own choices, from where they hang their coat, deciding what healthy snack to eat, to what learning activity they take part in. Therefore, children benefit from meaningful learning across the curriculum through a wide range of activities.

Practitioners value children's ideas and are responsive. They actively listen to children and value what they say, such as a 'pink doll', to extend conversation and show genuine interest in the child's ideas. Practitioners support the children and provide appropriate praise. They guide children to 'be careful of the sharp edge' and offer encouragement such as 'we are getting to the bottom soon'. This means children develop resilience and confidence to try new things, even if they may find them difficult at first. Strong positive relationships form between children and practitioners, which ensures children's needs are addressed quickly and rapid progress is made.

Children are encouraged to lead healthy lives through being physically active, eating healthy snacks and brushing their teeth before lunch. Children have their own toothbrushes, which are numbered, labelled and securely put away. Children demonstrate they know how to use the toothbrushes by carefully putting the toothpaste on the toothbrush and brushing the teeth in their mouth. Children smile at one another, demonstrating they are happy to brush their teeth and are proud of their achievements. Practitioners have high expectations of children. They remind children of the rules. Children follow the routine and understand what is expected of them. As a result, children are respectful to each other and the adults.

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

- Leaders construct a curriculum that is ambitious and child-centred, which aims to give children independence, a wide range of experiences and the knowledge they need to succeed in life.
- Children have positive attitudes towards their learning as they fully engage in activities of their choice. Practitioners engage, observe and assess children's development to inform their planning.
- The environment allows children to be expressive and free, while under the careful supervision of practitioners. Children have a range of opportunities, both inside and outside, for physically active play. For example, children wash the baby dolls outside, saw wood in the woodwork area, dance and play musical instruments.
- During snack time, children are encouraged to be independent. They pour their own water and use words such as 'please' and 'thank you'. Practitioners make

the most of the snack time opportunity to further develop language by encouraging conversation among the children. For example, they discuss the difference between soya milk and cow's milk.

- Parents speak highly about the supportive and caring practitioners. They feel well informed about their children's progress, for example through daily feedback and online updates via apps.
- Practitioners report high levels of support for their well-being. They have regular supervisions with the manager and feel they are listened to and valued. The manager focuses on improving practitioners' knowledge through providing time for them to attend training.
- Practitioners build meaningful and positive relationships with their key children. They support children to understand and express their emotions so that children are able to self-regulate their feelings and behaviours. For example, children are provided with glitter jars to support them to become calm.
- The pre-school uses assessment effectively to check what children know and can do to inform teaching, which means practitioners can respond to the specific interests and needs of the children.
- Practitioners present information to the children clearly, promoting appropriate discussion. For example, a practitioner demonstrates folding the paper to fit in an envelope. She introduces the words 'fold' and 'envelope' and encourages children to fold their own letter to send to Santa.
- Practitioners are fully involved and engaged in children's play. For example, a practitioner joins in with the children playing 'What's the time, Mr Wolf?' This makes the children smile and giggle, while promoting early mathematical skills, alongside physical development.
- A well-established key-person system helps children form secure attachments and promotes their independence. Children trust the practitioners and, therefore, they are keen to take risks such as using a saw to cut a piece of wood.
- Children have limited opportunity to engage with books within the environment. Some children choose to independently engage with stories. However, this time is interrupted and noisy due to other children using the reading area to play with vehicles or build towers.

Safeguarding

The arrangements for safeguarding are effective.

The setting takes its responsibility to safeguard children seriously. All staff have good knowledge of the signs and symptoms that may indicate that a child is at risk of harm. They are aware of referral procedures, should they be concerned about children's welfare, and how they would manage any potential allegations towards adults working with children. Recruitment processes are robust to ensure only suitable people work with children. Training is exceptionally effective. All staff members complete first-aid training. Effective staff deployment and use of regular risk assessments ensure children's safety.

What does the setting need to do to improve?

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

- provide children with greater opportunities to engage with stories through offering a quiet space for children to fully immerse themselves.

Setting details

Unique reference number	EY406810
Local authority	Central Bedfordshire
Inspection number	10233763
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 5
Total number of places	42
Number of children on roll	42
Name of registered person	Barton-le-Clay Pre-School Committee
Registered person unique reference number	RP518970
Telephone number	01582 883238
Date of previous inspection	14 March 2017

Information about this early years setting

Barton-le-Clay Pre-School registered in 2010 and is situated within the grounds of Ramsey Manor Lower School. It is managed by a voluntary management committee. The pre-school employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The setting opens Monday to Friday, during term time only. Sessions are from 9am until midday, and from midday until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Jennings

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The manager and the inspector conducted a learning walk of the pre-school to discuss the intent of the activities and how staff plan the learning spaces.
- The manager and the inspector held a meeting. The inspector looked at relevant documentation and evidence of the suitability of persons working in the pre-school.
- The manager carried out a joint observation with the inspector. They looked at how well practitioners teach and what they want children to learn.
- The inspector spoke with parents and gathered their views about their experiences of the setting.
- The inspector observed children at play throughout the pre-school.

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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