

Inspection of St Barnabas Pre-School

St Barnabas Church Hall, Mount Pleasant Drive, Queens Park, Bournemouth, Dorset
BH8 9JN

Inspection date: 13 January 2023

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 arrive happily and settle quickly with the support of kind, caring staff. They build strong bonds with staff and seek them out for comfort when needed. Staff teach children to identify their feelings which supports their social and emotional development. For example, children tell staff if they are 'upset', and staff support them sensitively. Children take turns and share resources. For example, they pass instruments to other children during group activities so they all have an opportunity to play each one.

Children are independent. They put on their own coats and shoes, and older children manage their own self-care. Staff praise children effectively to encourage them to persevere with zips and buttons, supporting them only when necessary. This builds children's confidence and self-esteem and helps prepare them for school.

Children take turns and listen intently to stories and rhymes. They get plenty of fresh air and exercise to help keep them fit and healthy. Staff use books creatively to help children develop their language. For example, children re-enact parts of the book, 'The Three Billy Goats Gruff,' using props. They say the goat is 'below the bridge' and 'above the bridge'. Children are safe and secure and enjoy their time at the pre-school.

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

- The curriculum is well designed and implemented. Assessment is robust to quickly identify any gaps in children's learning and steps put in place to close them. This ensures all children make good progress from their starting points.
- Children learn new vocabulary to develop their communication skills. For example, staff tell children they have created a 'marble effect' with the play dough and explain what that is. Children repeat these words as they continue to play.
- Children benefit from regular one-to-one time with staff to help them to reach the next steps in their development. For example, staff use the 'picture exchange communication system' to support children with special educational needs and/or disabilities (SEND) to communicate their needs to others.
- Children enjoy a variety of fine motor activities. This builds their muscles for early writing and enables them to express themselves creatively. For example, they squeeze the triggers on water bottles and use paintbrushes to paint the fence outside.
- Children enjoy a wide range of stories, rhymes and books to develop their language skills. For example, children join in with the words and actions at song time.

- Children learn about the world around them. For example, they learn how to call for help in an emergency and pretend to be firefighters. Staff support their role-play with enthusiasm, pretending to answer the phone when children call for the 'fire brigade'.
- The special educational needs and/or disabilities coordinator ensures that all children with SEND receive the support they need to help them make good progress. She works with staff, parents and external agencies to identify children's individual needs and put in place any interventions needed.
- Staff receive regular coaching, mentoring and training to support them to fulfil their roles and responsibilities. The manager organises staff training to meet the needs of the children who attend. For example, she identifies that children need support to develop their language skills after the COVID-19 pandemic.
- Staff model kindness and show respect for the children and their colleagues. They remind children to say 'please' and thank you' to help them learn appropriate manners and behaviour.
- Staff use cue cards to help children with transitions from one activity to another. However, some children find these times particularly challenging and do not always receive appropriate support from staff to help keep them focused. At times, this negatively impacts on their behaviour.
- Parents report that they feel well informed about their children's progress. They describe staff as 'amazing', and value the effort made to consider their children's individual needs when planning activities and organising the provision.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong knowledge of the signs and symptoms that might indicate that a child is at risk of abuse. They know the appropriate recording and reporting processes to raise their concerns, including potential allegations made against a member of staff. The premises are safe and secure, and risk assessments are robust to help keep children safe. Managers adopt safer recruitment procedures to ensure staff are suitable to work with children. Processes are in place to check their ongoing suitability. Staff record accidents effectively and keep parents informed in a timely way.

What does the setting need to do to improve?

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

- review the organisation of transitions throughout the day to support all children to remain focused and engaged.

Setting details

Unique reference number	100521
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10264578
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	38
Number of children on roll	30
Name of registered person	St Barnabas Pre-School Playgroup Committee
Registered person unique reference number	RP907291
Telephone number	01202 253471
Date of previous inspection	20 June 2017

Information about this early years setting

St Barnabas Pre-school registered in 2001. It is located in Bournemouth, Dorset. The pre-school is open from 8am until 4pm, every weekday, during school term time. It receives funding to provide free early education for children aged two, three and four years. There are nine members of staff employed to work with children, of whom eight hold a relevant level 3 qualification or above. One member of staff is unqualified.

Information about this inspection

Inspector

Lisa Large

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 setting.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- 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, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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