

Inspection of St Barnabas Pre-School (Sutton)

St Barnabas Church Hall, St Barnabas Road, Sutton SM1 4NS

Inspection date: 15 November 2023

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 greeted with a warm welcome from the nurturing staff. Children are happy, settled and secure at this friendly and welcoming setting. They form close bonds with staff, who are caring, gentle and kind. Staff plan strong support for children's personal, social and emotional development. They encourage children to explore their emotions and express how they are feeling. As a result, children behave well and have a good attitude to learning. Staff organise the environment to help children build their physical skills well and access a wide range of resources that develop these skills. Children eagerly and confidently use wheeled toys and use their imagination as they climb apparatus that becomes a 'fire truck'.

There is also a strong emphasis on developing communication and language in the curriculum. Staff talk to children and share clear instructions and explanations during activities. For example, staff introduce mathematical language as children test the weights of natural resources. Staff are building the skills for children to be confident communicators, including children who speak English as an additional language.

The managers and staff have high expectations for every child, including children with special educational needs and/or disabilities (SEND) and those from a disadvantaged background. The curriculum is ambitious to ensure that every child reaches their full potential.

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

- Managers ensure that children have access to a wide curriculum offering exciting learning opportunities, both indoors and outdoors. Children's developmental starting points are established through discussions with parents and observations. Through understanding children's interests and needs, the staff ensure that children's learning is planned for effectively and is well sequenced.
- The special educational needs coordinator works well with staff to ensure children with SEND are supported in their development. Managers have ensured that children with SEND have the support they need. For example, children have regular interventions in the classroom and on a one-to-one basis, with targets set from other professionals working with them. As a result, children with SEND are making progress.
- Key-person systems are highly effective. Staff watch children closely to find out what they know and can do. They use their observations to plan activities that help children to make progress across their areas of learning.
- Staff promote children's communication well. They clearly narrate and emphasise words for children to copy and describe objects and actions for children as they play with them. Children learn to clearly pronounce new words.

They enjoy listening to and joining in familiar stories. Older children have a word bank of new words to learn to enhance their vocabulary.

- Overall, staff deploy themselves effectively and interact with children well, such as modelling a broad vocabulary to provide good-quality teaching. However, at times, staff are not aware of where best to support children to enhance their learning further. Therefore, children become distracted and less focused on their learning.
- Children are provided with ample opportunities to be physically active and have daily access to the well-resourced garden. Children engage in a range of activities that promote their communication and language when outdoors. Following recent monitoring of the outdoor space, staff have redesigned this area effectively to ensure that children have a wide range of activities to enjoy, supporting all areas of learning.
- Staff support children to develop healthy lifestyles. Following a recent initiative, the pre-school has been accredited with an award for being healthy in the early years. Staff support children to access a local dentist and help parents to understand the importance of good oral health.
- Partnership with parents is very good. Parents are extremely positive in their feedback about the pre-school. They praise staff as being very supportive in guiding their children and the progress they make. They compliment managers and staff in their support for the whole family.
- The managers are dedicated and committed. They have a clear and ambitious vision for the pre-school, which is shared with the staff. They are reflective and seek to continually improve the pre-school and make enhancements where necessary.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibilities to ensure that children remain safe. Managers and staff demonstrate a secure understanding of child protection procedures. They regularly review safeguarding during team meetings, to ensure that their knowledge is kept up to date. All staff can recognise signs that may indicate a child is at risk of harm. They understand how to report any concerns they may have regarding colleagues. Staff hold suitable paediatric first-aid certificates. Children are well supervised, both inside and outdoors.

What does the setting need to do to improve?

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

- help staff to have more awareness of how best to support children to enhance their learning even further.

Setting details

Unique reference number	139961
Local authority	Sutton
Inspection number	10308013
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	70
Number of children on roll	37
Name of registered person	Mrs Denise Tuck & Mrs Val Hilton Partnership
Registered person unique reference number	RP522104
Telephone number	020 8661 8927
Date of previous inspection	8 March 2018

Information about this early years setting

St Barnabas Pre-School (Sutton) registered in 1990. The pre-school opens during term time, from 9am to 3pm, Monday to Friday. The pre-school is in receipt of funding for the provision of free early education for children aged two, three and four years. A total of 18 staff work directly with the children. Of these, two have qualified teacher status, 14 have a qualification at level 2 or 3 and one holds a relevant childcare qualification.

Information about this inspection

Inspector

Tracey Murphy

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 took this into account in their evaluation of the provider.
- The inspector, the manager and a senior staff member completed a learning walk across all areas of the pre-school to understand how the early years provision and curriculum are organised.
- The inspector carried out a joint observation of an activity in the younger room with a member of the management team.
- Parents spoke to the inspector and shared their views.
- The managers showed the inspector relevant documents, including evidence to demonstrate the suitability of staff.
- The inspector talked to staff and children at appropriate times 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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