

# Inspection of St. Barnabas Pre School Nursery

St. Barnabas Church Hall, Tile Kiln Lane, BEXLEY, Kent DA5 2BG

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Inspection date: 23 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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

The friendly, dynamic staff make children feel welcome on arrival at this small committee-run pre-school. For instance, every child is welcomed by their name and greeted by all members of the team. They are then supported to be independent as they place their belongings onto the racks provided. Children self-register their names in the box before sitting down ready for the morning routine to begin. Children clearly demonstrate that they feel happy and safe in the friendly environment that has been created at the pre-school.

Children make continued progress in their learning and development. There are high expectations for all children, including those with special educational needs and/or disabilities. For example, before children even start, staff ensure that they complete baseline assessments with parents. This ensures that they have a good understanding of each child's needs and enables them to effectively forward plan their teaching and environment.

Children display positive attitudes to their learning and understand why behaviour rules are in place. For example, as part of the morning routine staff and children discuss their 'golden rules'. Children have a very good understanding of what is expected of them as they freely contribute their ideas. Children can be heard saying 'we are all friends' and 'we are kind and helpful'. Staff's high expectations impact positively on the development of children's characters.

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

- Staff know their key children well. This enables them to plan the environment daily around children's current interests and next steps in learning. For instance, as part of the morning routine, staff explain to children what is available. Children then choose where their learning takes place. The skilled staff support and extend children's knowledge as they lead their learning through play. Children are highly engaged as they draw their favourite superheroes. Their early literacy skills are well supported as they explore the letters and sounds of the superhero names.
- Staff generally plan adult-led activities well and teaching is strong overall. Children enjoy a range of activities that are on offer during these times. However, there are occasions when staff do not fully support children to test their own ideas through trial and error. For example, as children learn about shark's, staff tell children where to place items on their pictures. They are not given enough time to allow them to explore their own ideas further as staff quickly move on to another child. This impacts on children's enjoyment and their growing ability to be creative by using their imaginations.
- Children of all ages behave well during their time at the pre-school. They are

kind and courteous towards one and other. For example, during meal-times children consistently say 'please' and 'thank you' to the staff. When a child spills a drink, they instinctively ask staff for some tissue and independently clean their table. Staff have high expectations for children's behaviour and apply these rules consistently and fairly. This has a positive impact on children's personal, social and emotional development.

- Children's physical and emotional health are well supported. For instance, children and staff thoroughly enjoy 'music and movement' sessions together as part of their daily routines. They learn to recognise the impact of exercise on their bodies as they stop to feel their heart rates and the increase in their body temperatures. Children develop a good understanding of when they need to rest. Staff give clear and consistent messages to children that supports their understanding and promotes healthy choices around food, rest and exercise.
- Leaders and their staff team are committed to making a difference to the children that attend this setting. Since their last inspection, they have worked hard to further build on parent partnerships. For example, pre-school children thoroughly enjoying choosing reading books to take home to share with their families. A contact book is used to support parents with prompts to engage children in learning at home. This has strengthened the consistency of education and care between the home and setting and has a positive impact on the outcomes for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

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

- strengthen staff's skills in supporting children to explore their own ideas further, particularly during adult directed activities.

## Setting details

<b>Unique reference number</b>	127578
<b>Local authority</b>	Kent
<b>Inspection number</b>	10317224
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	35
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	St Barnabas Pre-School Nursery Committee
<b>Registered person unique reference number</b>	RP522807
<b>Telephone number</b>	07762 596 760
<b>Date of previous inspection</b>	3 May 2018

## Information about this early years setting

St. Barnabas Pre School Nursery registered in 2000. It operates from St Barnabas Church hall, in Bexley, Kent. The pre-school is open on Monday, Tuesday and Thursday from 9am until midday, and on Wednesday and Friday from 9am to 3.30pm, during term time only. The provider receives funding to provide free early education for children aged three and four years. The pre-school employs seven members of staff, five of whom hold relevant early years qualification at level 3 and above. This includes a staff member who holds a qualification at level 4.

## Information about this inspection

### Inspector

Nicky Webb

## 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 nominated individual joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 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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