

# Inspection of The Old Barn Pre-Prep

140 High Street, Banstead SM7 2NZ

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Inspection date:

22 April 2024

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The quality of education is variable. The manager and staff do not yet have a clear ambition for what it is that they want children to learn. Staff do not effectively plan a curriculum that provides challenges based on what the children already know and can do. Overall, children have a positive attitude towards learning and take part in chosen activities. However, staff do not consistently provide meaningful interactions to support children in making the progress they are capable of.

Children form positive relationships with staff. They are warmly welcomed by staff as they separate from their parents. Children generally behave well, and some children begin to build good relationships with their peers. However, staff do not always offer experiences for children who need support in building relationships and interactions with others. As a result, some children do not develop the social skills required to play and engage with their peers. For example, there are times in the day when children become restless, particularly at mealtimes. They have minor disagreements, and staff do not provide the support needed to help children to learn how to resolve them.

Children develop their hand muscles when using scissors to cut along different shapes and lines. They focus well and develop their coordination skills. Staff support children and teach them how to use scissors safely.

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

- The manager has systems in place for the supervision and support of staff. However, these are not effective in providing targeted support for staff to develop their skills and knowledge in providing good-quality education and teaching for the children they care for. The leadership team is beginning to implement changes to assess staff skills and knowledge. However, this is not established enough to ensure that all staff have the skills and knowledge they need to support children and build on what they know and can do.
- The manager is taking positive steps to review practice and develop an ambitious curriculum for the children. However, this is not yet reflected in the plans to support all children in making good progress. Staff are not sure what they want children to learn from activities. Staff create an environment that is welcoming. They provide a range of activities and resources for the children to engage in. However, these do not always meet the children's needs to help them to make good progress.
- Children are beginning to learn the routines of the day. They learn about the hands on the clock and the numbers to know when to tidy up. However, staff do not support children as successfully during other parts of the routine. At times, some children get upset because they do not know what to expect and when.

Nonetheless, staff provide cuddles and comfort to help soothe and settle children.

- Children enjoy listening to and sharing their understanding of favourite stories that are appropriate to their age and stage of development. Children talk with confidence as they explain the story and characters of the book. They turn the pages and begin to retell the story with enthusiasm, and use different sounds as voices for the characters. Staff read to the children and ask interesting questions that help children to develop their communication and language skills.
- Children develop good physical skills as they play team games in the garden. Staff create games that help children to be active and negotiate the space around them.
- Staff build positive partnerships with parents. They share feedback about the day and encourage children to join in and talk about what they have particularly enjoyed doing. This assures parents that their children are safe and happy.
- Staff promote children's healthy lifestyles well. Children benefit from nutritious meals that are reflective of their dietary needs. Staff ensure that children are kept safe during mealtimes. Children develop independence in their self-care skills. For example, they serve themselves and clean away after their meals.
- Staff teach children good hygiene practices to ensure that their personal needs are met appropriately. They teach children to become increasingly independent in managing their personal needs.

## 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 meet the requirements of the early years foundation stage, the provider must:**

	Due date
ensure that staff receive effective supervision and coaching to help them to fulfil their roles and responsibilities	20/05/2024
implement a curriculum that is ambitious and provides children with challenging learning experiences to help them to make good progress.	20/05/2024

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

- improve daily routines to help children know what to expect and when.

## Setting details

<b>Unique reference number</b>	EY543114
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10338244
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Bright Stars Nursery Group Limited
<b>Registered person unique reference number</b>	RP538317
<b>Telephone number</b>	01737 353523
<b>Date of previous inspection</b>	24 October 2018

## Information about this early years setting

The Old Barn Pre-Prep registered in 2017 and is located in Banstead, Surrey. The nursery employs four members of childcare staff. Of these, two hold appropriate early years qualifications at level 3. The nursery operates for 51 weeks of the year from 8am to 6pm, Monday to Friday. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Robinson

## Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- 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 joined the inspector on a learning walk and talked to the inspector about their curriculum.
- Children spoke to 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 indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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