

St Barnabas Pre-School

St Barnabas Church Hall, Rushet Road, St Pauls Cray, Orpington, Kent, BR5 2PU

Inspection date	10/05/2013
Previous inspection date	24/01/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children make good progress overall from their initial starting points, as a result of the good range of experiences provided by staff.
- Children's individual needs are clearly understood and planning of activities ensures a balance of child-initiated and adult-led activities based on their interests.
- All children now enjoy strong relationships with staff, so behave well, are keen to learn and rapidly grow in self-assurance.

It is not yet good because

- Staff do not have the highest expectations of children in regard to them gaining personal independence, sometimes doing things that they could manage for themselves.
- Staff do not value the home languages of children learning English as an additional language as well as possible.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction with them, inside and outside.
- The inspector talked with staff and the manager during the inspection.
- The inspector examined relevant documentation including a sample of children's records and developmental plans.
- The inspector spoke with parents to gather their views.

Inspector

Rebecca Hurst

Full Report

Information about the setting

St Barnabas Pre-School opened in 1980 and registered in 2001. It is managed by a voluntary committee, the St Barnabus Pre-school Committee. It operates from a church hall in a residential area close to local amenities in St Paul's Cray, near Orpington in Kent. The children use one large playroom with direct access to an outdoor play area. The pre-school is open Monday to Friday from 9.15am until 12.15pm during term time only.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. At present, there are 27 children on roll. The pre-school provides free early education for three- and four-year-old children. There are four members of staff, including the leader and her deputy. Three staff hold National Vocational Qualifications at level 3 or equivalent, and one holds a classroom assistant qualification at level 2.

What the setting needs to do to improve further

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

- extend opportunities for children to build on their personal independence skills, for example at snack times
- provide more support for children learning English as an additional language, for example, by increasing the resources that reflect children's home languages, such as through the provision of printed signs or books, so children understand that their home language is valued and respected.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff provide a warm welcome for children at the start of sessions. Children show they are happy and settled, understanding how sessions run and what is expected of them. They make their own choices of play activities from the interesting range offered by staff. Staff deploy themselves well at the start of sessions, making time to talk with parents. This arrangement allows staff to be aware of any new information regarding individual children for the session ahead.

Planning is effective in meeting the children's individual needs. Staff make good use of use assessments to monitor children's progress and plan their next steps in learning. They use

these effectively to inform planning to further progress children in their learning and development. Staff carefully track the children's progress using developmental milestones to assess where they may need support to close any gaps in their learning and development. Given the children's starting points they are making good progress in gaining the skills they will need for their future learning. Children are supported well in learning how to write their names, for example. Staff encourage them to give sounds to letters too, as they attempt writing these. Staff do not support children who are learning of English as an additional language as well as possible. They do not provide a range of print in the home languages used to show these are valued and to promote early reading skills; for example, there are no signs or books in other languages. During 'circle times', however, staff use different languages to say 'hello', and give explanations and praise to help develop all children's communication and language skills.

Children learn through exploratory play. They enjoy building with large blocks. A large group play together to build a castle and supporting walls. They work together well to figure out how to 'steady the walls'. Children are thoroughly engrossed in this building activity and spend long periods at it. Staff support them well and extend children's thinking by getting them to solve problems, such as how many spokes are needed to fit into holes. Staff use good questions to encourage the children to think about what they are doing and take learning forward.

Staff are fully aware of their role in completing the required progress check for children aged two years and sharing the summaries with their parents. They complete developmental reports to share with the parents to keep them informed of their children's progress and the areas the staff are currently working on. Staff take time to talk with the parents about what they are doing with the children at home and use this information to inform their planning to extend the children's learning. This allows the children to progress further and provides continuity of care and learning for them.

The contribution of the early years provision to the well-being of children

Staff work well with the children to teach them the importance of a healthy lifestyle. Children benefit from daily outdoor play and exercise. They enjoy using scooters and bikes, gaining the necessary skills in order to pedal and move around. Staff teach children effectively about the effects exercise has on their bodies and the importance of having a rest. Children learn about healthy lifestyles through good hygiene routines too. They learn the importance of washing hands before they have their snack. Children learn early word recognition through finding their name labels on tables to have their snack. They gain some personal independence skills, such as through pouring their own drinks. Staff do not make the most of all chances to encourage children's self-sufficiency, however, such as by engaging them in the preparation of their snacks. After the children have finished eating they clean their teeth and staff talk to them about why they need to. This enhances their understanding of healthy living.

Staff use the available resources well to promote all areas of learning. They store these so that children can easily help themselves to what is available. This storage system

promotes the children's independence. All staff understand behaviour management procedures and are now consistent in the ways in which they report and discuss this with children's parents. Staff take time to talk to children about the importance of sharing and working together. The good use of a timer teaches the children about taking turns and shows them how long they have to wait before having a go. Staff understand how to work with other agencies to support children who require extra help with their behaviour management. Staff use different strategies well to support children to understand how to behave well. Given the children's ages and stages of development they behave well. Children have secure bonds with the staff, which builds their self esteem and their confidence. Children enjoy snuggling up to the staff for cuddles, reassurance and support.

Children learn about keeping themselves safe through the staff teaching them how to do so. They learn how to use toy hammers safely, for instance, so they hit tacks and not their fingers. They take part in regular fire drills. These help children to understand what to do in an event of an emergency. The staff work closely with the parents and children to settle them into the setting. Staff work with the children to prepare them for school. Staff teach children how to dress and undress and the routines they will have when they start school, which helps to prepare them well for this move.

The effectiveness of the leadership and management of the early years provision

This inspection was carried out as a result of concerns raised to Ofsted. This inspection has found that a concern relating to the partnership with parents was founded and, therefore, a breach in requirements occurred. The manager had not monitored the written information provided by staff to parents sufficiently, to check that this was appropriate. This oversight meant that parents did not have sufficient information about their children's needs to understand how they might work with staff to support development at home, particularly in regard to behaviour management. Since this concern was raised, the staff have undertaken training and all now understand how information for parents is to be provided and monitored.

The manager is now fully aware of meeting the safeguarding, welfare, learning and development requirements for the Early Years Foundation Stage. Staff have a secure knowledge of safeguarding children and child protection procedures. They know how to report any child protection concerns about a child in their care to safeguard children's welfare. Detailed risk assessments are in place to enable children to play in a safe learning environment. Good recruitment procedures are in place to check the suitability of staff working with the children.

Staff have regular appraisals. This allows the manager to keep track of staff development and to look at their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. Staff are effectively deployed around the pre-school to maintain ratios and to keep children safe. Staff work closely with the parents and they now share suitable information with them about the progress their children are making. Staff provide daily feedback and work with them if they have any concerns about

their children's development. Staff use contact books with the parents to provide a two way flow of information between them. This allows both parents and staff to share information which enhances the care of the children. Staff also work closely with other agencies that are involved in the children's care. This provides continuity of care and learning for the children.

Staff plan and provide a good range of experiences for children in all areas of learning and they monitor their progress well. As a result, children make good progress in their learning. The manager's self-evaluation process is now good. Staff involve the parents by gathering their views on the service they provide. They also assess the activities through reflective practice, to make sure they are meeting the children's individual needs. Staff attend various training events to enhance their practice and deliver effective outcomes for children. They evaluate the planning to make sure it meets the learning and development needs of the children that attend.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	137343
Local authority	Bromley
Inspection number	914165
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	27
Name of provider	St Barnabas Pre-school Committee
Date of previous inspection	24/01/2013
Telephone number	01689 821353

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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