

Barn Close Pre-School

Quaker Meeting House, 109 Handside Lane, Welwyn Garden City, Hertfordshire, AL8 6SP



Inspection date

Previous inspection date

8 November 2016

6 November 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff demonstrate consistently effective teaching. They are attentive and responsive to children. They extend children's learning, enabling them to recall their experiences and share what they know.
- Parents speak highly of the pre-school staff. They commend the key persons for their exceptional abilities in making relationships with their children. Parents confirm they have plenty of opportunities to discuss their child's learning and progress.
- Staff support children to develop and embed their learning about mathematics with practical experiences. For example, children enjoy using the hop scotch squares in the garden as they hop, jump and count.
- The continuous professional development of staff is embedded well. The team is making the most of opportunities to develop their teaching abilities further. This includes using the expertise of other professionals who guide them to promote and provide more diverse learning experiences.
- Staff practice is monitored robustly. There are regular supervision meetings. The work of each key person is reviewed frequently to ensure they are observing, assessing and planning effectively for children's further learning.

It is not yet outstanding because:

- The younger children do not always have sufficient opportunities to practise their speaking and listening skills during large-group time activities.
- Although planning for children's next steps in learning is good, staff do not always recognise the valuable learning opportunities that arise during children's outdoor play.

What the setting needs to do to improve further

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

- extend the opportunities for the younger children to practise their speaking and listening skills during large-group times
- place a sharper focus on recognising the learning opportunities during outdoor play when planning for children's next steps.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the pre-school principal.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector held a meeting with the principal. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff working with the children. She looked at the safeguarding procedures and children's assessment records.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is good

The principal provides strong leadership for her team. Staff successfully implement new ideas from training, such as yoga sessions for children. The arrangements for safeguarding are effective. Staff are confident in their ability to recognise the signs that children may be at risk of harm. Staff provide children with a safe play environment. They make regular checks on all areas and equipment used by children. Recruitment procedures are robust and help ensure the pre-school employs suitably qualified staff with the necessary skills to effectively promote children's learning. The principal monitors the progress children make across each area of learning. She uses additional government funding to support children in catching up with their peers and to help them excel where they have already good skills. The principal gathers evidence from children's assessments, staff practice and the views of parents and children. The information is discussed and evaluated with the staff and action plans are developed to help them achieve and sustain further improvements.

Quality of teaching, learning and assessment is good

Staff provide children with interesting activities that capture their imaginations. Lively discussions about children's experience of fireworks accompany their creative picture making. It shows that children have excellent recall and like to share special events with their friends and key person. Many children demonstrate very good speaking and listening skills as they describe the sounds, colours and smells they remember. Staff ask probing questions to help children think and solve problems. In the garden, children use the magnifying glasses to look closely at plants growing in the soil. They talk to staff about the new shoots emerging, speculating about which flowers they might be. Older children show their very good concentration skills during large-group story and singing time. They cannot wait to get involved in the storytelling or to join in with the action songs.

Personal development, behaviour and welfare are good

Staff support children to understand what is expected of them. For younger children they offer support or alternative activities if they are not ready to be part of a larger group. Children spent a lot of time out in the fresh air. Staff are good at following children's lead in their self-chosen play. Children benefit from the refurbishment of the premises. Having the toilets close by has increased their opportunities to be independent. Children happily go in to wash and dry their own dirty hands. Staff help all children to learn about eating well. They provide children with inviting nutritious snacks. Children enjoy talking about their favourite foods and who has chosen milk or water to drink that day.

Outcomes for children are good

Children are making good progress in their learning from their individual starting points. They practise putting on their outdoor clothing themselves. The older children are rapidly gaining in confidence at speaking in larger groups and sharing their knowledge with others. Children enjoy exploring number, shapes and letters, often imitating adults' writing. Children are well prepared for school.

Setting details

Unique reference number	EY446475
Local authority	Hertfordshire
Inspection number	1060200
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	32
Name of registered person	Janet Susan Beverley
Registered person unique reference number	RP909735
Date of previous inspection	6 November 2012
Telephone number	07955 707011

Barn Close Pre-School was registered in 2012. The pre-school employs six members of childcare staff. Of these, five hold appropriate early years qualifications at level 2 and 3. The pre-school opens from Monday to Friday during term time. Sessions are from 9.15am until 12.15pm. On Monday, Tuesday and Thursday there is an additional lunch club and afternoon session until 3pm. The pre-school provides funded early education for three- and four-year-old children.

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