

# Heath Barn Preschool

Thrift Road, Heath and Reach, LEIGHTON BUZZARD, Bedfordshire, LU7 0AX



## Inspection date

21 March 2016

Previous inspection date

25 November 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Inadequate	4
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 and the management committee are positive about developing the pre-school. The committee have completed additional training and work well with staff to prioritise and implement sustainable improvements. This has contributed significantly to improving procedures at the pre-school.
- Staff use any new knowledge gained from training to develop their good teaching methods further and to prepare children for school. They now offer children increased opportunities to view written numbers and to use their mathematical skills, such as counting and measuring, in their daily play.
- Parents report that they appreciate the many learning opportunities staff offer their children each day. Staff make good use of newsletters and electronic communication methods to inform parents of the activity planning and to offer information about extending their children's learning at home.
- Staff support children well so that they learn to negotiate and share. For example, children competently use sand timers to organise fair turn taking. They show a mature approach to managing their own behaviour.
- The manager's improved use of assessment information enables her to quickly identify any potential gaps in children's learning and take action to address these. She now supports staff in recognising and providing daily opportunities that help children understand the world around them.

### It is not yet outstanding because:

- Staff do not make the best use of ongoing opportunities to support children in fully developing their skills in thinking critically and solving problems for themselves.
- Staff do not always obtain and fully use all information from parents about their children's progress at home in order to enrich the activity planning.

## What the setting needs to do to improve further

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

- enhance the opportunities for children to think critically and solve problems they may come across during daily activities and discussions
- extend the methods for obtaining and using information from parents about their child's learning and development at home.

### 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 manager. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the pre-school manager and nominated person. She looked at relevant documentation, such as the pre-school's self-evaluation and evidence of the suitability of staff and committee members.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Kelly Eyre

## Inspection findings

### Effectiveness of the leadership and management is good

The manager uses her childcare qualification well. She offers staff practical supervision and supports them in attaining further qualifications. The management committee now offers the manager regular supervision, ensuring that she is supported in her role. Arrangements for safeguarding are effective. All staff and the management committee attend training so that they are fully aware of how to report any concerns about children's welfare. The management committee has implemented a robust process to ensure that Ofsted is informed of any changes to committee members and all suitability checks are appropriately completed. The manager understands each child and makes effective use of additional funding to promote their development. Staff continuously review their work and implement changes. New procedures at snack time support children in making choices and developing their independence. Staff exchange information with other childcare providers so that children move smoothly between settings.

### Quality of teaching, learning and assessment is good

Staff adapt resources throughout the session as a way of offering children further challenge. Children use containers and scoops as they explore coloured rice. A staff member adds plastic numbers and the children eagerly search for these and name the numbers. Children enjoy many activities that support their learning. They learn to listen carefully and focus their attention as they play a listening game. They develop their creativity, physical skills and communication as they engage in role play. They work together to 'make a house', taking turns to use a cement mixer and wheelbarrows. Staff use their assessments of children to inform the provision of resources so that these relate to children's interests and their next steps in learning. For example, children dress up as their favourite characters. They choose clipboards and pens to include in their play, thereby offering them opportunities to develop their early writing skills.

### Personal development, behaviour and welfare are good

Staff use the key-person system well to work with parents and gain a thorough understanding of children's initial needs. This helps children to settle and they soon build warm relationships with staff. They enjoy working in small groups, where they frequently review their learning and celebrate their achievements. Children also participate in larger group discussions that support them in developing good communication skills. These opportunities build children's self-esteem and their positive emotional attitudes in readiness for school. Children enjoy activities, such as using large outdoor play equipment, that support their physical development. They help staff to carry out daily safety checks, thus promoting their understanding of how to keep themselves and others safe.

### Outcomes for children are good

All children are making good progress. They enjoy their daily play and interactions with staff, showing a keen desire to learn and a positive approach to new challenges. Children learn to work independently but also enjoy working together, for example, when participating in role play or using the computer. They are gaining the crucial skills that underpin their learning and prepare them for the move to school.

## Setting details

<b>Unique reference number</b>	EY426495
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	1034131
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Heath Barn Pre-School Committee
<b>Date of previous inspection</b>	25 November 2015
<b>Telephone number</b>	01252 237172

Heath Barn Preschool was registered in 2011. The pre-school employs seven members of childcare staff. Of these, one holds an appropriate early years qualification at level 1, and six hold qualifications at level 3 or above, including the manager, who has Early Years Teacher status. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am until 12 noon and from 12 noon until 3pm. The pre-school provides funded early education for two-, three- and four-year-old children. It has strong links with the school on which it is sited.

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