

# Red Barn Community Pre-School

Inspection report for early years provision

---

**Unique reference number** 507811  
**Inspection date** 02/07/2009  
**Inspector** Stephanie Matthews

**Setting address** Linden Lea, Fareham, Hampshire, PO16 8HJ

**Telephone number** 01329 288011  
**Email** adminoffice@redbarn.hants.a.ch.uk  
**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

## Description of the setting

Red Barn Community Pre-school is a community run group and opened in 1994. The pre-school is situated in Red Barn Primary School in the residential area of Portchester, North West of the city of Portsmouth. Children attend from the surrounding residential area. Accommodation includes one main classroom and an enclosed outside play area. The setting has access and the use of facilities for those with disabilities. The group also have daily use of the school hall, and access to the school library and other areas within the school building and the school grounds. A maximum of 24 children may attend at any one time. There are currently 51 children from two years to five years on roll. This includes 45 children in receipt of nursery education funding. The group supports children with learning disabilities and/or difficulties. The pre-school opens Monday to Friday 08:45 - 15:15 during the school term. Children attend on a part time or full time basis. The committee employ two qualified managers who are jointly responsible for the running of the group, each works on a part time basis. In addition, five staff also work directly with the children. Five staff have a childcare qualification at NVQ Level 3 and two have qualifications at NVQ level 2. All staff attend additional childcare training courses and are qualified in paediatric first aid. The pre-school is a member of the Pre-school Learning Alliance and receives support from the Early Years Partnership. The pre-school is accredited through the Pre-school Learning Alliance scheme.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Red Barn Community Pre-School provides an exceptionally high quality of care for children and works very closely with parents. The setting is fully inclusive and caters very well for children with learning difficulties and/or disabilities and those using English as an additional language. There is an exceptionally clear focus on self-evaluation and improvement. Leadership and management are outstanding and the setting has an excellent capacity to improve.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improve kitchen and toilet facilities in order to meet health and safety requirements

## The leadership and management of the early years provision

The leadership and management provided by the two setting managers and the committee of parents are outstanding. Improvement since the previous inspection has been exceptionally good particularly in the training of staff and in the

development of resources. All issues raised at the time of the previous inspection have been fully addressed and all documentation is now in place. The managers are highly aware of the importance of sharing ideas with other settings within the cluster and staff can choose to attend a wide range of training courses. The setting managers have completed a formal self-evaluation that shows the quality of their understanding of the strengths of the setting and what it needs to improve further. The chair of the committee is the headteacher of the primary school in which the setting operates. She has been very active in making improvements in the last year and she is exceptionally well informed about the requirements of the Early Years Foundation Stage. Links with the school are excellent and children benefit from very close relations with the Reception Year, particularly the shared 'Foundation Thursday' activities. The committee has been very active in seeking funding for a new build project because it is aware that both space and toilet and kitchen accommodation are issues that urgently need to be addressed. Safeguarding is secure and risk assessment procedures are thorough but children's welfare is affected by the very limited toilet and kitchen facilities that do not meet current health and safety requirements. Children are safe because of the care in planning, the vigilance of staff and the recent improvements in the provision of extra sinks. Plans exist to rectify these problems either through the provision of a new building or by using more school space. Managers are correct in saying that they make the best of what space they have but are right to want to improve accommodation and facilities for this very popular setting. Partnership with parents is excellent and they are full of praise for the way children are looked after. Information about children's progress is shared via formal assessment folders with photographs and examples of work. Parents really value the opportunity for informal discussions with staff; one parent said that she felt that it was like sharing information with really good friends. The setting has an excellent record of working with parents to support children with learning difficulties and disabilities and those who are designated as vulnerable. It is also very effective in identifying and encouraging children who show exceptional potential. The quality of improvement since the last inspection and the focus on self-evaluation indicate that the capacity for further improvement is outstanding.

## **The quality and standards of the early years provision**

The setting provides exceptionally well for the children in its care. They feel safe and settle well because they are exceptionally well cared for. This was clear in the way that activities and well-being were so carefully monitored in unusually hot weather. Children wore hats and stayed in the shade. They particularly enjoyed playing with foam and sponges and in a role-play area of an ice cream parlour that served drinks and real ice cream. Children show a very good understanding of the importance of washing hands and healthy eating. Parents are given guidance on the contents of a healthy lunch box and children talked about why they liked yoghurt, fruit and cheese sandwiches. They are able to find out more about food because a visitor from a local farm brings in animals and talks about what farming is all about. They use the school nature trail to find out about wildlife and children are proud of their garden with its colourful flowers. The outdoor area is small and it does not have a permanent sheltered area but it does have umbrellas and Wendy houses and lots of activities that meet the needs of Early Years Foundation

Stage children very well. There are indoor and outside role-play areas and activities that provide children with opportunities to develop in all six learning areas. The majority of time is spent in free choice and child initiated play, but children also enjoyed more formal activities such as looking at a big book of the story of the Three Billy Goats Gruff and listening while it was read to them. Speaking and listening skills are developed exceptionally well because staff talk with children whenever possible. Children have very good access to books within the setting and by using the school library, and they also have good access to computers. They show a high level of ability to concentrate, to sustain activities and they are also very good at working with others. They are aware of our multicultural society because they celebrate Divali, the Chinese New Year and sample food from different parts of the world. They contribute very well to the smooth-running of the setting, particularly in clearing up at the end of play sessions and in sharing play equipment. Their play area is adjacent to the area used by the Reception Year and they have access to many of the school's resources. They are very familiar with school and therefore transition is very easy. The setting helps children to become confident and happy learners who are exceptionally well prepared for the next stage of their education.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

