

# Barn-A-B's Christian Pre School

Inspection report for early years provision

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**Unique reference number**

EY411786

**Inspection date**

23/11/2010

**Inspector**

Sara Bailey

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Barn-A-B's Christian Pre-school was re-registered in 2010 when it moved premises. It operates from Our Lady's Catholic Primary School in Barnstaple in North Devon. A designated classroom is the base for the pre-school, next to reception class. They share the messy area between the two rooms, and at times have free-flow between the two classrooms and the shared outside play area, working closely with the reception class teacher. The children's toilets are directly off the main play area, and there is an office space and adult toilets within the school. The pre-school is lead and managed by a volunteer parent committee. The two joint play-leaders both hold level 3 qualifications in Early Years, one of whom is also the Administrator. They are supported by three staff who also hold level 3 qualifications and one member of staff with a level 2 qualification. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 24 children under eight years. The setting is open between 8.00am and 5.00pm, term time only. Children can attend for a variety of sessions. During the school day they care for children from two to four years, but after school they provide care for older children as well, up to the age of 11 years. There are currently 36 children on roll.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good, although several outcomes for children are outstanding. A well developed knowledge of each child's needs makes sure that staff successfully promote children's welfare and learning. Although not all required written documentation is in place, which is a breach of a specific legal requirement, the practice is effective and the provider has comprehensive policies in place to safeguard children. Partnerships with the school are a key strength in children's access to an exciting play and learning environment, with wonderful resources inside and outside.

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

To meet the specific requirements of the EYFS, the registered person must:

- obtain written parental permission to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare) 26/11/2010

To further improve the early years provision the registered person should:

- continue to develop children's observations and assessments to show their starting points, progress towards the early learning goals and identified next steps, which can be shared with parents
- continue to update documents to reflect operational changes with regard to the new premises, and ensure written procedures match the accurate systems in place, with particular regard to the procedure in the event of an allegation being made against a member of staff.

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

Strong leadership and management systems ensure that children's safeguarding is given high priority in practice, although some documentation is not in place. Written parental permission has not been obtained at the time of children's admission to the provision, with reference to the seeking of any necessary emergency medical advice or treatment in the future. This is a breach of a specific legal requirement. However, management have procedures in place to ensure parents and children's needs are met effectively if this situation was to arise, and all staff are trained in first-aid. As they have not had this weakness identified at any previous inspection, and documentation had not changed when they moved premises and re-registered, they were unaware that their systems did not meet this requirement. As soon as the weakness was shared with the manager, procedures were put into place to have consent forms printed off immediately and address the action that was raised. This shows a good commitment to continuous improvement. The safeguarding policy has recently been updated and given priority, as the manager is reviewing all the policies in turn to ensure they reflect the changes due to the change of premises. The setting has only been operating from the school site for nine weeks. The policy includes the procedure to be followed in the event of an allegation being made against a member of staff, but does not state that Ofsted would be informed, which is a requirement of practice. Management are very clear about this procedure but the written policy does not reflect this. All other aspects of safeguarding are positive. For example, robust risk assessments are in place and no safety hazards are identified at inspection. Staff checks are carried out prior to employment, and records are well maintained to show suitability of staff and committee members. Management continually liaise with the school on how to make sure they are safeguarding children. For example, school helpers walk through the pre-school to access shared areas. Management have called for tighter systems to ensure they know who these people are. This is an example of their commitment to driving improvement.

Equality and diversity is promoted through the fully inclusive practice of the setting. This is a Christian based pre-school that welcomes children from all religions. The ethos of the group is based on "kind hands, kind feet, kind hearts, kind mouths" to promote equality for all. Children from all cultures and backgrounds are supported really well. Their individual needs are extremely well understood from discussions with parents on admission, and different cultures and religions are promoted through dressing up, play people, books, puzzles and posters. There are positive systems in place to ensure parents are fully informed

about their child's individual progress and the setting in general. However, children's learning journeys are new and not yet fully operational for parents to see children's starting points, progress towards the early learning goals and their identified next steps.

The organisation of the pre-school within the school promotes excellent links with the school generally, but specifically the sharing of space and resources with the reception class is beneficial to all. Staff have times when they are independent from the school, and other times when they have free flow between the preschool and reception class rooms that are situated next to each other. They also have shared use of a wonderful outside area, separate from the rest of the school, which allows for free-flow to the outside. They have a wide range of exciting resources both inside and outside to challenge them in their learning. Staff are extremely well deployed to support their children, as they move around the setting and work really closely with the reception teacher, to provide a stimulating learning environment for all.

The setting's self evaluation includes feedback from both parents, children and staff. It is a true reflection of inspection findings, apart from the oversight of the breach due to a lack of documentation. The manager takes full responsibility for the missing consents but the setting have sought advice from the Local Authority and have had Ofsted inspections prior to their recent re-registration, which have not picked this up. Therefore, the manager assumed that her variety of consents and policies covered this requirement. The manager, who is one of a joint partnership, is an excellent role model to her staff and is continuously identifying areas to improve and inspiring ways to implement change, rather than being too directive. Staff that lack confidence are being appropriately monitored and supported. This is further evidence of the settings commitment to driving improvement

## **The quality and standards of the early years provision and outcomes for children**

Children thoroughly enjoy their time at the setting and achieve in their learning, through well planned play activities to meet their individual needs. Children greatly benefit from the well resourced and imaginatively laid out provision. They make choices in their play as to where they want to be. Children access activities such as painting, chalking and sticking outside, as well as inside opportunities to be creative. Children enjoy digging in the garden, finding worms and learning about the wider world through meaningful activities, such as observing different coloured ribbons blowing in the wind from the willow structure. They play inside it, and find out if worms have legs by watching them move. Children love the freedom of being able to play at their chosen activities in dressing-up clothes, play with their peers in the reception class and explore their resources. Children enjoy reading stories to each other in the cosy book corner. They confidently and competently use the computers, and take charge of their learning experiences. They interact really well with each other and staff, and count and explore numbers and letters in everything they do, due to the clear labelling of toys, wall displays and the outside

area being an extension of the inside classroom. These experiences develop their skills for the future really well. Children greatly benefit from the managers and reception teachers' support in their learning, but not all staff inspire the same enthusiasm to children or develop their language at every opportunity.

Children show a good awareness of healthy lifestyles. For example, they know they need to wear wellington boots to keep their feet dry, and coats to keep warm on cold, wet days. They independently wipe their noses and dispose of the tissues, washing their hands afterwards with prompting. They spontaneously wash their hands after using the toilet, with liquid soap and paper towels to prevent the risk of cross infection. They enjoy healthy snacks, such as cucumber and apple slices with a choice of milk or water in the "chatter café," which encourages meal times as a social occasion. Lunch boxes, provided by parents, are generally healthy due to staff reminders and discussions with children about healthy options. Children greatly benefit from the free-flow to the outside play area for exercise and fresh air. Children's health is not adversely affected due to the weakness with documentation, due to robust systems that are in place in the event of an emergency to meet their medical needs.

Children are very aware of safety issues. They are involved in daily risk assessment checks. For example, they wear a high-visibility jacket and walk around with a member of staff, identifying any potential risks and mark making on their clip board. Staff record their findings. Children identify hazards, such as sand on the floor that needs to be swept up and chairs that are not in place. Children are involved in regular fire drills and discussions to learn about fire safety. They learn rules to keep themselves safe, such as limiting the numbers of children performing certain, including riding wheeled toys in one direction around the track to avoid accidents. Children quickly respond to instructions and listen when they hear the bell ringing.

Children are involved in packing away their toys really well when they hear gentle music, and they show respect to each other in their play and discussions due to the excellent role-modelling from staff. For example, they ask politely for items to be passed to them, help their peers dress up and say "please" and "thank you" spontaneously. They really understand the ethos of "kind hands, kind feet, kind hearts, kind mouths" as it is reinforced regularly. Children who are more challenging in following instructions are very skilfully engaged by the manager, and all children greatly benefit from much praise and encouragement. This is both verbal, through the use of stickers and through body language such as a 'thumbs up' and a smile.

Children explore feelings regularly and form excellent relationships with staff, peers and their reception class friends. They clearly have a sense of belonging to this setting, as well as learning about the wider community. Children are very happy and content .

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met