

# Barnard Close Pre-school

Inspection report for early years provision

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**Unique reference number** EY434491  
**Inspection date** 29/05/2012  
**Inspector** Patricia Bowler

**Setting address** Sure Start, 20 Barnard Close, LEICESTER, LE2 0UZ

**Telephone number** 01162291995  
**Email** abnash.kaur@pre-school.org.uk  
**Type of setting** Childcare - Non-Domestic

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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

Barnard Close Pre-School was registered in 2011. It is owned by the Pre-School Learning Alliance operating from one room with associated facilities within Highfield's Children's Centre. The pre-school serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play and access to the extended outdoor area linked to the children's centre.

The pre-school opens Monday to Friday during school term times from 9.00am until 12 noon and from 12.30pm until 3.30pm. Children are able to attend for a variety of sessions. The pre-school is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 20 children may attend the pre-school at any one time all of whom may be on the Early Years Register. There are currently 30 children attending who are within this age range. The pre-school provides funded early education for two, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The pre-school employs three members of child care staff. All hold appropriate early years qualifications including one staff member who holds a degree in Early Years. The pre-school receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Overall, the pre-school meets the majority of individual needs for children, who are making satisfactory progress towards the early learning goals. Partnerships with parents and other professionals are developing. Required policies and procedures are established and safe management of the pre-school is maintained. Processes to monitor and improve working practice has yet to develop to include formal self-evaluation. Planning covers all areas of learning but systems for observing, recording and assessment are still evolving.

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

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

- ensure activities are tailored to meet age appropriate developmental levels and have sufficient resources accessible so children can extend and steer their play
- improve systems to record observational evidence of children's learning and development to effectively meet the needs of individual children and tailor their next steps to support specific areas of learning
- improve planning to incorporate activities focussed on individual learning needs

- develop systems to ensure self-evaluation is used effectively to identify strengths and weaknesses in performance and plan for ongoing improvement.

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

Clear and effective safeguarding policies, including robust recruitment and employment procedures, ensure children are cared for by suitable and qualified staff. They are knowledgeable in the procedures to follow, should they have concerns about a child in their care or adults working with children. Staff attend, and are supported in obtaining further training to enhance the care and learning they provide. Well documented policies and procedures, which promote inclusion, have successfully undergone review processes. Risk assessments identify and minimise potential hazards to children's safety. Systems for self-evaluation are evolving but have yet to identify areas of improvement and how these will be achieved and as parents are not yet included which limits their ability to contribute to improving the pre-school. Although the pre-school benefits from a vibrant environment, rich in resources, these are not always deployed effectively to support activities with, for example sufficient tools in the dough activity or replenished paint at the creative table. These are not easily accessible to children so that they can add to activities or extend their play. Staff know children very well. However, systems to monitor and record their progress are in an early stage and have yet to identify specific development levels. Planning is not sufficiently tailored to support individual next steps in their learning.

Partnerships with parents are developing. A comprehensive parent file details policies and procedures and how the setting works to meet their children's welfare and learning and development needs. An informative notice board alerts parents to pertinent information. Parents meet with key persons to provide initial information but systems have yet to be secured to involve them in sharing information on an ongoing basis so they can support their child at home. Children currently attending do not have links with other settings providing the Early Years Foundation Stage and systems are established in readiness for their transition to school.

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

The pre-school room is set out prior to children's arrival with a range of floor and table activities. A quiet area provides opportunities for relaxation and access to a range of age-appropriate books. Some children make active choices about their play choosing to sit at adult-led activities. They roll out dough and use shape cutters and moulds but tools such as knives, which are available in closed units are not readily accessible to assist children in chopping dough to share with other children. They enjoy painting and sticking and know to take their finished creations to the drying rack. Paint is not always replenished and subsequently children attending this activity later in session experience limited opportunities to display

their creativity. Children know to wear aprons returning these to low-level hooks and wash their hands before moving on in their play.

Some resources are stored in low-level units and children sit in the sensory area. They count successfully and match sizes as they sort pebbles to fit inside shells and line pine cones to 'make a train'. During circle time children are acknowledged in a welcome song where they are included by name. Children for whom English is an additional language join enthusiastically to sing familiar songs in English. Individual children select their favourite songs choosing pictures to denote these from a board. Although most children are engaged, for some, the time span is beyond their capability. Disruptions arise and some wander away requiring staff intervention which detracts from the enjoyment of others.

A secure outdoor area allows for free-flow play. They fill containers at sand and water trays adding water to dry sand to change the consistency. They listen intently as a staff member explains why the wet sand will not operate a wheel as she demonstrates the difference when dry sand is used. Children carry water containers, filled at the indoor sink, carefully to transfer to outdoor trays. Large connecting bricks are used outdoors to erect high towers. Children stretch to reach beyond their height and giggle excitedly when towers tumble. Extended play is provided in shared access to the children's centre garden. Children run through the Nature Trail in the bushes emerging through various exits back into the garden. Much concentration takes place as children seek ladybirds, listening to staff to be gentle. A child is fascinated as one crawls on her hand, smiling as she declares 'it tickles'. Multi climbing frames with tunnels and slides help children in their physical development and some are fearless as they grasp the 'fireman's pole' sliding slowly to the ground.

Children demonstrate age-appropriate independence. They follow staff knowingly to wash their hands prior to snack time and sit at a low-level table to enjoy fresh fruit, vegetable sticks and dips. They use a fork to select pieces from the main plate. Older and more able children pour their own drinks and younger children are supported as they hold jugs with staff.

Children develop an understanding of the wider world through the celebrations of family cultural background. They engage in discussions and learn through active play, with positive images of diversity in play equipment, resources and books.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

### 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>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

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

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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