

Barnard Close Pre-school

Sure Start, 20 Barnard Close, LEICESTER, LE2 0UZ



Inspection date

24 February 2015

Previous inspection date

29 May 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Satisfactory	3
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Routine group activities that involve all children are too long and not matched well enough to their individual learning needs. Consequently, some children are not provided with a good level of challenge.
- Staff do not consistently make use of information gathered about children's achievements and abilities, in order to plan daily activities that support their individual learning and progression.
- Weaknesses identified through the pre-school's self-evaluation, with particular regard to implementing small key-group focus activities for children, have not been prioritised by management, in order to swiftly extend children's achievements.
- Partnership working with other provisions children move on to are not well established. Consequently, children are not fully prepared for school or the next stage in their learning.

It has the following strengths

- Effective partnerships with parents and other professionals are formed. As a result, parents actively engage in their children's learning at pre-school and at home and children receive any additional support they may require.
- Staff support children's communication and language development well. They use strategies, such as sign language, visual timetables and voice recorders. Consequently, children who speak English as an additional language progress well in this area of their development.
- Staff are trained in safeguarding and child protection. They demonstrate good understanding of the procedures to follow should they have a concern about a child. Managers have sound recruitment and supervision systems in place, which ensure staff are suitable to care for children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review the organisation of large group activities to ensure these are planned to take into account children's individual needs and abilities, so that all children, and particularly those who are older and more able, are continually engaged and motivated to learn
- ensure routine assessments of all children are effectively used within daily planning, in order to provide children with more suitably challenging activities that are precisely matched to their next steps in learning.

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

- implement a robust action plan to swiftly address weaknesses identified through self-evaluation, in order to bring about continual improvements that support and improve children's learning and development
- improve partnerships with other settings children move on to, in order to better promote consistency in their care and development and to provide them with the emotional support needed during times of change.

Inspection activities

- The inspector observed activities in the pre-school room and outdoor play area.
- The inspector conducted two joint observations, one with the manager and one with the nominated person.
- The inspector held meetings with the managers and nominated person of the pre-school.
- The inspector spoke with the managers, nominated person, staff and children at appropriate times throughout the inspection.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and discussed the pre-school's self-evaluation form and improvement plans.
- The inspector also took account of the views of parents spoken to on the day.

Inspector

Jacky Kirk

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff provide a varied and interesting educational programme, which covers the seven areas of learning. For example, children learn about science as they explore how adding salt to ice makes it melt. Children have easy access to a wide range of toys and resources, and can independently choose what they want to play with. The quality of teaching is generally good. Staff work with children on a one-to-one basis, using skilful questioning to extend children's thinking. For example, children work out that by putting the toy car at the top of the drainpipe it travels at greater speed than putting it half way down the pipe. However, group, adult-led activities interrupt children who are actively involved and concentrating in their own play. These activities are sometimes too long and do not offer all children the right amount of challenge. Consequently, some children become frustrated, do not want to take part, or quickly lose interest in the group activity.

The contribution of the early years provision to the well-being of children requires improvement

Staff provide a warm and welcoming environment, both in and outdoors. Outdoor play equipment allows children to take small risks and develop skills of coordination and balance. Most children play cooperatively, and any lapses in their behaviour are dealt with appropriately by staff. Children demonstrate good independence skills as they pour their own drinks, spread crackers and clear away their plates. Children proudly show staff their paintings and tell them it is a picture of a house. Staff praise children's efforts and display their creative artwork. This supports children's confidence and gives them a sense of belonging. Children settle well as staff work closely with parents from the outset, in order to provide consistency of care. However, partnerships with other settings that children move on to are not as well established. Consequently, there is more to do to build stronger links, so that children benefit from consistency in their care and learning and the emotional support needed to ease their move onto the next stage in their education.

The effectiveness of the leadership and management of the early years provision requires improvement

Management have a good understanding of the safeguarding and welfare requirements. They ensure staff implement policies and safe working practices, which keeps children safe and healthy. Management systems for monitoring children's progression are suitable. During weekly planning meetings, staff discuss children's achievements and interests and plan activities that link to children's next steps in learning. However, the next steps in learning are not precise enough to consistently provide older children with an age-appropriate level of challenge. Managers have aspired to address recommendations given at their last inspection, in order to improve the provision. They have taken part in Pre-school Learning Alliance and local authority improvement schemes. Self-evaluation systems now take account of the views of staff and parents, which staff use to enhance the educational provision and resources. However, less priority is given to plans for improving aspects of teaching and learning, such as improving small-group-focus activities, in order to help children to further progress in their development.

Setting details

Unique reference number	EY434491
Local authority	Leicester City
Inspection number	870496
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	38
Name of provider	Pre-School Learning Alliance
Date of previous inspection	29 May 2012
Telephone number	01162291995

Barnard Close Pre-school was registered in 2011 and is owned by the Pre-school Learning Alliance. It operates from the Highfield's Children's Centre. The pre-school opens Monday to Friday, during term time. Morning sessions are from 9am until 12noon. Afternoon sessions are from 12.45pm to 3.45pm. The pre-school provides funded early education places for two-, three- and four-year-olds. The pre-school employs six members of childcare staff. Of these, one holds an early years qualification at level 7, two hold qualifications at level 6 and two hold qualifications at level 3.

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