

Barn-A-B's Christian Pre School



Our Lady's Catholic Primary School, Chanters Hill, BARNSTAPLE, Devon, EX32 8DN

Inspection date	29 June 2015
Previous inspection date	23 November 2010

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
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:

- The provider has not followed procedures correctly to inform Ofsted of changes to committee members. This means that Ofsted does not have up-to-date information about who is responsible for the pre-school and for safeguarding children's well-being. This is also a requirement of the Childcare Register.
- Some group times are not always well organised because staff do not fully consider children's differing ages and individual stages of development. This means that some children lose focus and do not fully benefit from the activity.
- Staff do not always use questioning effectively to extend children's thinking skills and give them enough time to consider their response.

It has the following strengths

- Staff have an appropriate understanding of how to safeguard children, including identifying concerns and knowing how to refer them to relevant professionals.
- Children benefit from regular opportunities to undertake small self-care tasks throughout the day, such as chopping fruit at snack time and choosing which toys to play with. This develops their independence well in preparation for the move to school.
- Staff help children to recognise letters and match them with initial sounds in their friends' names to promote their literacy skills.
- Staff encourage children to count, identify numerals and recognise shapes in their play. They plan daily activities to underpin these skills, which supports children's mathematical development well.

What the setting needs to do to improve further

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

- provide Ofsted promptly with the information needed to determine the suitability of all committee members

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

- review the organisation and effectiveness of some group activities to ensure they accommodate the group size, interests and development stage of all children
- use questioning more effectively to give children more time to think and to share their thoughts and ideas.

To meet the requirements of the Childcare Register the provider must:

- follow the correct procedures in a timely manner to inform Ofsted of the name, date of birth, address and telephone number of all committee members (compulsory part of the Childcare Register).
- follow the correct procedures in a timely manner to inform Ofsted of the name, date of birth, address and telephone number of all committee members (voluntary part of the Childcare Register)

Inspection activities

- The inspector held discussions with staff and children at appropriate times during the inspection.
- The inspector sampled a range of documents, records and policies, and discussed the setting's procedures for keeping children safe.
- The inspector took into account the views of parents.
- The inspector held discussions with the manager, including the organisation of group times and areas for development.
- The inspector carried out a joint observation with the manager.

Inspector

Sarah Madge

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good because staff have a firm understanding of how children learn and develop. They spend time getting to know children when they first start through discussions with parents and completing observations. This means they quickly identify what children can already do and plan suitably challenging activities from the start. Staff create personalised records that reflect children's achievements and share this information with parents. They identify gaps in children's learning and next steps to address them, which means that all children make good progress in their learning. However, staff do not always organise some group activities successfully to meet the differing needs of all children. For example, when staff read a story, many children cannot see the book as they are sitting too far away, and the activity is too long for some children. Additionally, on occasion, staff do not use questioning well to prompt children to consider their answers, challenge their perceptions and encourage them to test out their ideas.

The contribution of the early years provision to the well-being of children is good

Children are comfortable in their surroundings. They establish warm relationships with their key person and make friends quickly. For example, shortly after arriving, some children sit together and share books, taking it in turns to tell the story. Staff praise children frequently to build their self-esteem and encourage them to follow instruction. Consequently, children behave well. The broad range of resources indoors and outdoors support children well to play creatively and imaginatively. For instance, a child makes an invitation to invite an adult to a role play dinner. Children frequently have opportunities to play in the reception class and get to know the teacher, which eases their move on to school. Staff promote children's good personal hygiene procedures and remind children to wash their hands before mealtimes.

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

Management has not followed the correct procedures to inform Ofsted of changes to the committee. However, this does not have a significant impact on children because committee members do not have direct contact with the children. The manager and staff complete daily health and safety checks to ensure the premises are suitable for children. They are currently developing links with other settings that children attend to promote a more consistent approach. Regular staff supervision meetings provide effective support to monitor the progress of all children and identify staff training needs. Following training, staff are more confident when managing children's inappropriate behaviour. The manager evaluates the quality of the pre-school and creates an action plan to address areas for development. This helps them to meet children's changing needs well.

Setting details

Unique reference number	EY411786
Local authority	Devon
Inspection number	838629
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 11
Total number of places	23
Number of children on roll	52
Name of provider	Barn-A-B's Christian Pre-School Committee
Date of previous inspection	23 November 2010
Telephone number	01271325060

Barn-A-B's Christian Pre-School re-registered in 2010 when it moved premises. It operates from Our Lady's Catholic Primary School in Barnstaple, North Devon. A designated classroom is the base for the pre-school, next to the reception class. Children can use the two classrooms and the shared outside play area. The pre-school is led and managed by a qualified teacher and a volunteer parent committee. They employ five members of staff with level 3 qualifications, a level 2 apprentice, a teaching assistant and 3 administrative staff. The setting is open between 7.45am and 5.15pm, term time only.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

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