

Barking Pre-School

Barking Village Hall, Barking, Ipswich, Suffolk, IP6 8HP



Inspection date

1 May 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The pre-school is led and managed well. The provider and staff are committed to the provision of a high-quality care and learning experience for children.
- Relationships with parents and carers are exceptionally friendly and trusting. Partnership working is a particular strength of this pre-school. Parents and carers hold staff in very high regard. They state that they are particularly grateful for the unwavering support that they receive in times of crisis.
- Staff have a good understanding of the learning and development requirements. They observe children as they play and evaluate their observations well. Staff identify where children are in their learning and what they need to do to support their continuing progress.
- The key person allocated to each child builds highly effective relationships with children and families. Staff are exceptionally caring towards the children and are sensitive to their individual needs. Children develop extremely close emotional bonds with staff.

It is not yet outstanding because:

- The provider's supervision of staff is not regular enough to be a fully effective aid to monitoring, supporting and building on the already good practice.
- Staff do not make best use of the available resources to encourage children to explore and develop an interest in books and reading.

What the setting needs to do to improve further

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

- build on the opportunities children have to develop their interest in books and practise their early reading skills
- extend the existing systems for evaluating and monitoring staff performance to continue to strengthen and build on the good practice already demonstrated.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this had on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection and completed a joint observation with the provider/manager.
- The inspector held a meeting with the provider/manager and also discussed self-evaluation.
- The inspector looked at relevant documentation, such as evidence of the suitability of staff working in the setting, records of children's learning and a selection of policies and other records.
- The inspector spoke to a small number of parents during the inspection.

Inspector

Jacqueline Mason

Inspection findings

Effectiveness of the leadership and management is good

The provider and staff reflect on their daily practice well. An achievable action plan for improvement is in place, in order to bring about improvement to the quality of care, teaching and learning. Staff are passionate, enthusiastic and motivated. They work very well as part of a dedicated and friendly team. Safeguarding is effective. Staff have a good awareness of the indicators of abuse. They know how to report any concerns to ensure that they protect children's welfare at all times. Staff develop good partnerships with others who provide care and learning for the children. This helps to ensure they quickly identify and manage any concerns about children's care or learning. All children on roll make good progress from their starting points. The provider and staff monitor children's progress. They address any gaps in their learning effectively.

Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff engage children in purposeful play. They build on what children already know and plan for children's individual learning needs, including children who have special educational needs and/or disabilities. Activities are rooted in children's interests and staff support them well as they get ready for school. Staff support children's speech and language development effectively. They engage children in conversation and actively listen to what they have to say. Staff use pictorial prompts where appropriate to help children to communicate. Children play imaginatively based on their own and imagined experiences. They enjoy role-play opportunities in the home corner, such as taking on familiar roles as mummy or daddy.

Personal development, behaviour and welfare are outstanding

Children are happy and settled in this welcoming and friendly setting. Staff wait until new children have settled into the setting and decided for themselves to which member of staff they wish to build the closest bond. The provider allocates the child's chosen adult as the named person to take responsibility for their daily well-being, learning and development. Children who struggle to settle are supported exceptionally well by their key person. They respond positively to the high expectations of staff. Staff talk to children in a calm, respectful manner, gently reminding them about the need to consider the feelings and needs of others. Children's health and safety is given the highest priority at all times. Staff have an extremely good understanding of paediatric first aid. Comprehensive care plans are in place for children with specific medical needs.

Outcomes for children are good

Children develop the key skills needed to be ready for school. They manage their self-care needs relevant to their age and have daily opportunities to practise their physical skills in the garden. Children understand that print carries meaning. They readily use the notebooks and pens as they go around the room and make notes about what they see. Some children recognise their first name when it is written. Children enjoy listening to stories read by staff.

Setting details

Unique reference number	EY497731
Local authority	Suffolk
Inspection number	1044364
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	32
Name of registered person	Barking Pre School
Registered person unique reference number	RP906677
Date of previous inspection	Not applicable
Telephone number	07552 410825

Barking Pre-School registered in 2016. The pre-school employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above. The pre-school opens during school term time from Monday to Friday. Sessions are from 9.30am to 12.30pm every day with the option of a lunch club from 12.30pm to 1.15pm. The pre-school is open from 9.30am until 3.30pm on Tuesdays. The pre-school provides funded early education for two-, three- and four-year-old children.

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