

Inspection of Barking Pre-School

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

Inspection date: 11 July 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children receive good quality teaching. They are very confident and are eager to explore the activities. Children are welcomed by friendly, nurturing staff. An effective key-person system means children establish close bonds with familiar adults. Therefore, they settle quickly and engage in activities. Staff are attentive, calm and speak respectfully to children. Children receive lots of encouragement and praise for their efforts. All children receive the support they need to enjoy a meaningful day. The special educational needs coordinator is knowledgeable and experienced. Professional relationships have been established with parents and outside agencies, to ensure that they are informed and fully involved in the education and support provided for children.

Children's speech and language is fully supported. Staff encourage children to predict what is happening during interactive group story time. Children speak with confidence as they enjoy a favourite and familiar story. They show sustained concentration during activities. For example, they use hammers and tacks carefully, and with skill, as they make patterns using wooden shapes. Staff engage children in meaningful conversations about their creations and discuss sizes and colours. Children are positively encouraged to develop independence skills during snack time. They understand the importance of using resources safely as they cut their fruit. Children complete simple sums. For example, they excitedly tell staff they have cut three pieces of banana but have five pieces in total, including apples.

What does the early years setting do well and what does it need to do better?

- The pre-school trustees and manager are familiar with Ofsted's notification process. Following a recent incident, the manager has taken prompt action to improve the safety and security of the outdoor play space. Plans are also in place to strengthen this further. Children thoroughly enjoy time outdoors and staff are deployed appropriately, supervising children well. Appropriate risk assessments have been completed to ensure children's welfare.
- Children experience a broad curriculum that covers all areas of learning. Staff 'plan in the moment' following the children's interests and what they need to learn next. There is a clear focus on children developing the skills they need to be independent learners. For example, children become good communicators and show they are confident and feel secure. Staff recognise the importance of these skills to ensure a smooth transition to school and for successful future learning.
- Parents are very positive in their comments about the 'amazing' pre-school. They state they feel assured their children are safe and happy in the 'capable hands of the warm and approachable staff'. Parents comment that staff are supportive and go above and beyond their expectations. Parents are keen to comment how

their children settle quickly and make good progress. They say the communication between staff and parents is excellent and are grateful for the support their children receive.

- All children, including those who require additional support, make good progress from their starting points. The pre-school staff have a comprehensive knowledge of all the children attending and confidently discuss children's individual needs.
- The pre-school's recruitment process is effective. Staff complete a thorough induction and are encouraged and motivated to complete ongoing training, which means that they are experienced and qualified. Staff well-being is considered and supported. The manager is very approachable and considerate of her team's welfare. She monitors staff practice, provides support through supervision meetings and is a good role model. Staff say that they feel valued, their ideas welcomed and that they are happy in their roles.
- Overall, children's behaviour is good. They have formed friendships and play well together. They understand staff's expectations and are kind to one another. For example, children excitedly draw pictures for their friends. They demonstrate good manners at snack time and have established close bonds with the staff. While staff are aware of the importance to support children's emotional development, there are fewer focused opportunities for children to learn about emotions, how to regulate their feelings and learn the vocabulary to effectively express themselves.
- Children's communication skills are progressing well. Children are confident speakers and ask questions. Staff engage children in meaningful conversations. However, on occasions, staff do not challenge children's thinking further, as activities do not always provide most-able children with sufficient opportunities to extend their learning to an even higher level.

Safeguarding

The arrangements for safeguarding are effective.

A robust recruitment policy ensures that children are cared for by staff who understand their roles and responsibilities and are qualified and suitable to do so. All staff have a good understanding of how to keep children safe. They are familiar with possible signs that may indicate a child is at risk. Safeguarding training is ongoing to ensure that all staff are updated with current practice. They understand procedures to report any concerns regarding a child's well-being. The team also has a confident knowledge of whistle-blowing. Staff support children to learn to keep themselves safe.

What does the setting need to do to improve?

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

- enhance the opportunities that support children in understanding and expressing

their emotions

- provide further challenge for children during activities to enable them to express and elaborate their thoughts and extend their learning to a higher level.

Setting details

Unique reference number	EY497731
Local authority	Suffolk
Inspection number	10300092
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	42
Name of registered person	Barking Pre School
Registered person unique reference number	RP906677
Telephone number	01449721634
Date of previous inspection	1 May 2018

Information about this early years setting

Barking Pre-School registered in 2016. The pre-school employs seven members of childcare staff. Of these, all 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 on Mondays with the option of a lunch club from 12.30pm to 1.15pm. The pre-school opens from 9.30am until 3.30pm on Tuesdays, Wednesday, Thursday, and Friday. A breakfast club is also available on demand from 8.30am until 9.30am each weekday. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received from the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and the inspector completed a learning walk together to discuss and understand how the early years provision and curriculum are organised.
- The inspector observed activities indoors and outdoors and assessed the impact these have on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with children and staff at appropriate times during the inspection.
- Parents spoke to the inspector about their views of the pre-school.
- A meeting was held between the inspector and the manager. The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff members.

We carried out this inspection 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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