

The Barna-Bus Pre-School

The Church Hall, Quarry Road, Tunbridge Wells, Kent, TN1 2EY

Inspection date	29/04/2014
Previous inspection date	03/11/2009

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

The quality and standards of the early years provision

This provision is good

- The staff support children's individual needs well, respecting their uniqueness.
- Children gain good levels of confidence through effective engagement with the staff.
- Children benefit from using the outside play area that supports a healthy lifestyle and encourages learning outdoors.
- There are well-thought out processes to support children's smooth move to school.

It is not yet outstanding because

- The staff are not routinely reviewing and using how parents are supporting children's next steps in their learning at home in learning assessments.
- There is a wide range of resources and print displayed around the nursery, but this does not fully reflect all children's cultures and home languages.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the play room and the outside play area.
- The inspector held meetings with the manager and deputy of the nursery and completed a joint observation with the manager in the nursery.
- The inspector looked at some children's records, including their learning assessments.
- The inspector spoke to some parents during the inspection and took account of their views.
- The inspector checked evidence of safeguarding practices, staff recruitment, ongoing professional development and self-evaluation.

Inspector

Sue Taylor

Full report

Information about the setting

The Barna-Bus Pre-school registered in 2008 and operates from a church hall, in Tunbridge Wells, Kent. Children have access to an enclosed outdoor play area. The pre-school is open Monday, Tuesday, Wednesday and Friday from 8.50am to 2.50pm, term time only.

It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 51 children aged from two years on roll, all of whom are in the early years age range.

The pre-school supports children with special educational needs and/or disabilities and those who speak English as an additional language.

There are 10 members of staff, six of whom hold appropriate early years qualifications. There is a member of staff with Early Years Professional Status, one has a level 5, one has level 4 and three have level 3 qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years.

What the setting needs to do to improve further

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

- strengthen current strategies to successfully engage all parents in supporting their child's learning at home and use the feedback to help assess children's progress
- improve the reflection of all children's home languages and culture across the environment to promote diversity fully and help develop children's awareness of differences amongst people.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are fully able to support children's learning and development needs as they assess their starting points well. Through using a national guidance document, the key person observes children at play and identifies how well children are progressing. The tracking forms and staff's own knowledge of a child, means the key person clearly plans children's individual next steps for learning across the seven areas of learning. The detail the key person has means they can easily produce the progress checks for two-year-olds that they share with parents. These reports inform parents about children's personal, social, emotional and physical development as well as their communication and language

development. Staff regularly share detail about children's learning and achievements with parents, this may be verbal or from sharing the learning records. This means that parents know how well their child is progressing, what the planned next steps are and sometimes receive ideas for home activities. However, staff are not fully engaging with all parents to receive and use feedback about home learning.

Staff support any additional learning and development need a child may have, such as speech and language or English as a second language. For example, a key person will check with parents about a child's level of ability in speaking or counting in their home language. The use of visual picture cards and some signing helps with communication. The staff make good use of children's interests when planning activities and in teaching. This helps engage children and motivate them to be involved. Children are confident and settle well, demonstrating positive personal, social and emotional development. They are clearly gaining the skills and abilities they need to support their future learning. Staff promote children's communication and language development as staff ask questions that help children to think of an answer other than a yes or no. Children enthusiastically sing familiar songs. There are early writing materials and tools available indoors and outside, supporting children's literacy skills. The staff promote children's creativity and imagination as they play indoors or outside. This may be a pretend tea party in the home corner or searching for treasure in the soil outside. There are very good processes that help prepare children for going to school. The 'passport' booklets passed to schools give good detail about the child as an individual. Visits to schools and photographs taken help provide opportunities for staff and children to talk about any anxieties they may have.

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

Each child has a named key person and a buddy key person to ensure there is always someone present with whom they have a good relationship with. This helps ensure there are a limited number of people who deal with the younger children's personal care. There is a positive settling in programme for parent and child. This enables the key person to get to know the child before they start at the pre-school and talk to the parent about children's likes and dislikes. Useful information is noted about the child's care needs or detail that relates to any particular need. This may be about behaviour, culture or home languages. The deputy routinely assesses children's involvement and well-being, as a high level of emotional security helps children have self-confidence and learn. Children demonstrate good levels of confidence and gain some independence skills that will help them when they go to school. For example, they access the toilets when they need to or pour themselves a drink at snack time. They find their own coats and shoes for outdoor play when they want, during most of the day. Children interact positively with staff and enjoy joining in with the adult-planned activities. Group activities, such as making dough help children learn to share and take turns. The staff manage children's behaviour well and as a result, children listen and respond positively when together as a large group. Children learn to keep themselves safe as they practise fire evacuations or as staff teach them to use scissors properly.

The staff provide fruit for morning snacks and children competently eat apples and pears

as whole fruits, not needing them cut up. Parents provide packed lunches and various detail is available about the importance of healthy contents. Children benefit from being able to play outside for most of the day and in most weathers, supporting a healthy lifestyle. The indoor environment is welcoming and child-centred and the garden makes good use of natural items. The staff pack-a-way each day but ensure they put out a wide range of resources for children to make their own choices from. Staff obtain good detail from parents about children's backgrounds and encourage children to use their home languages in their play. However, the environment and resources do not fully reflect the home languages and cultural backgrounds of all children who attend, that would help other children understand and value differences.

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

The staff meet the safeguarding and welfare requirements for the Early Years Foundation Stage well. Staff are secure in their knowledge of possible child protection concerns and of the processes to follow, to help ensure that children are safe. There are clear written procedures in place that the manager follows for notifications to Ofsted and social services when necessary. The thorough recruitment system helps ensure staff suitability, and appropriate checks are in place for staff and committee members. Where someone does not yet have their clearance check through, they are not left alone with children. A set induction process helps new staff gain an understanding of their role and responsibilities. The annual appraisal and regular supervision sessions encourage staff to reflect on their practices. Training opportunities, such as safeguarding or outdoor play, help improve or build on staff's knowledge. The premises are secure and staff supervise children effectively, indoors and when playing outside. A member of staff undertakes daily safety checks to ensure the premises and garden remain safe for children to use. All required documents are in place, such as records of attendance and accident reports. There have been very positive developments since the last inspection, demonstrating a strong capacity to continue to make improvements. For example, there more resources and activities outside for the younger children to use and explore. There has been a big improvement in behaviour management. The staff share the clear strategies they use with parents, to help provide children with a consistent positive approach. The management team, staff and committee regularly reflect and evaluate the pre-school's practices, taking into account the views of parents and others. The provider has a clear awareness of the pre-school's strengths and there are comprehensive development plans in place.

The staff have a secure knowledge of the learning and development requirements of the Early Years Foundation Stage and ably support children's progress. The key persons are responsible for monitoring children's progress, identifying each child's learning and development needs and planning accordingly. The manager oversees each child's learning record to ensure staff narrow any learning gaps through planning and that all children make good progress. There is good information sharing with parents, particularly about children's care and welfare needs. The staff engage well with parents and other agencies, such as speech and language to ensure their children receive the individual support they need. As a result, there are effective partnerships in place. The staff make contact with

other early years settings where children also attend to share detail about children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY368400
Local authority	Kent
Inspection number	961904
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	51
Name of provider	The Barna-Bus Pre School Committee
Date of previous inspection	03/11/2009
Telephone number	07766 577048

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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