

# Attimore Barn Pre-School

Attimore Barn Scout HQ, Ridgeway, WELWYN GARDEN CITY, Hertfordshire, AL7 2AD

<b>Inspection date</b>	11/09/2014
Previous inspection date	08/07/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- All children's progress and achievements are exceptional given their starting points and capabilities, because teaching is outstanding. Well-qualified staff make excellent use of precise assessments, which enable them to plan a variety of activities that are stimulating and incorporate the interests of individual children.
- The leadership and management is inspirational. The well-established staff team are highly motivated by the joint owners and the pre-school manager, and they work very well together to promote their drive for continuous improvement. Highly effective and continuous self-evaluation enables staff to rapidly identify and constantly improve their already excellent practice.
- Partnerships with parents, carers and others are outstanding and enhance all aspects of children's overall care and well-being. Parents are hugely involved in the pre-school and speak highly of the staff commitment to promoting their children's learning and development. As a result, children receive a consistent approach to their learning.
- Relationships between children and staff are forming beautifully. Key persons work extremely hard to promote close bonds and attachments with all children and their families. Children's self-confidence is extremely well-promoted and they all show very high levels of concentration and independence.
- Children's safety is exceptionally well-promoted because staff constantly promote their understanding of staying safe, and safeguarding overall is given the maximum priority. Children learn about keeping themselves safe as they use a wonderful range of equipment both inside and outside of the pre-school.

## 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 compulsory part 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 pre-school and outside area. She talked with the owners, manager, staff and children at appropriate times during the inspection.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of staff members and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents spoken to during the inspection.
- The inspector reviewed the providers self-evaluation form and discussed plans for continuous improvement.
- The inspector carried out a joint observation with the pre-school manager in relation to observations of the children's play, learning and progress.

## Inspector

Jo Rowley

## Full report

### Information about the setting

Attimore Barn Pre-school registered in January 2010 on the Early Years Register and the compulsory part of the Child Care Register and is one of three settings privately owned and managed. The pre-school operates from the Attimore Barn Scout HQ in Welwyn-Garden-City, Hertfordshire. The provision has sole use of the hut whilst in operation and is fully accessible with ramps to the entrance and internal areas. There is a fully enclosed outdoor play area with parking in adjoining premises that may be used by the pre-school staff and parents. Attimore Barn Pre-school sessions are Monday to Friday, 9.15am until 1.15pm and there are afternoon sessions from 1.45pm until 3.45pm on a Monday and Thursday. An optional lunch club operates from 12.15pm until 1.15pm every day. The pre-school operates on a term time only basis. There are currently 69 children on roll who are in the early years age group. There are seven members of staff working during each session, of whom six are qualified to level 3 or above. The pre-school is regularly supported by the two co-owners, one of whom holds Early Years Professional Status. Children on the compulsory part of the Childcare Register share the same facilities as those on the Early Years Register.

### What the setting needs to do to improve further

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

- enhance further the already excellent relationships with parents, for example, by extending the details provided to parents about the wonderful activities children have taken part in, on a daily basis.

### Inspection judgements

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

Children are making exceptional progress at this highly motivating pre-school. Teaching is inspirational and children are hugely engaged in a fantastic range of well-planned and spontaneous activities. Children's interests are regularly captured by enthusiastic staff for future planning, in order to extend learning. As a result, children's learning and development is fantastic. Staff demonstrate an outstanding knowledge and understanding of the Early Years Foundation Stage and are excellent at supporting children from their very first visit. Before new children attend the pre-school, they are visited at home by the manager and their key person to initiate relationships and gain information about children's starting points. They are then welcomed into the setting, supported gently by caring staff, as they promote the highly effective settling-in process, based on children's interests. Observations are used consistently alongside excellent assessment procedures to see exactly where children are in their learning at any time. Next steps are incorporated into all planning and activities. Children's communication and language skills are wonderfully encouraged through a fantastic range of visual prompts, photographic

reminders and time-lines displayed around the pre-school. Children are able to see photographic routines, such as what they need to do before snack, which supports them excellently in preparing for what to do next. Additionally, children with limited speech, special education needs and/or disabilities or those who speak English as an additional language are fantastically supported by staff. Every staff member has a range of visual cards on them at all times and they use these, alongside sign language and speech to support and encourage children. Staff also use an excellent voice recording box to help settle those children with either limited or no English language. For example, parents record a few words in their home language, which children clearly recognise and this is played to them if they get distressed or have trouble settling.

Staff value what children say; they allow and encourage time for them to digest and finish activities before packing away and praise them for their excellent concentration skills. Staff genuinely enjoy their roles and become heavily involved in the learning activities. For example, as a small group of children go on a bear hunt throughout the pre-school and outside area, staff join in and become part of the activity. Their fantastic approach to children's learning is inspirational and within a few moments, the group has grown with lots of children excitedly joining in as they pretend to wade through mud puddles, climb over bridges and go in search of the bear. Children's progress and achievements are exceptionally well promoted and staff provide excellent opportunities for them to develop. For example, children independently search for bugs in the outside area using a range of equipment, such as magnifying glasses. Staff constantly challenge children with questions about the creatures they are looking for and ensure that they have sufficient time to think about the answer before they respond. All staff demonstrate an exceptional knowledge of each child in the pre-school and are able to extend and promote their learning as they prepare them for the next stage of learning, which is usually school. As a result, all children are working securely within the typical range of development expected for their age and some are making very rapid progress in all areas. Staff use every opportunity to encourage and support children's independence skills and they provide an excellent environment to fully encourage their learning. For example, children find their names on arrival as they self-register. They write their own names on their art work and begin to form the letters of their name as they practise writing during activities, such as when enjoying a shaving foam activity. Children are heavily engaged in their activities and encouraged to leave these out while they have snack, so that they can go back to what they were doing. As a result, children are extremely involved in spontaneous and planned experiences and staff clearly monitor their engagement in activities, recognising when to intervene without obstructing children's learning.

Children talk all the time as they take part in activities and staff are excellent at extending this level of communication. For example, during physical play outside children enjoy pretending to make cookies and cakes in the mud kitchen. Staff interact and encourage discussion about the activities children have taken part in recently. Children delight in explaining how they made fruit smoothies after a visit to the local supermarket and they demonstrate excellent recollection skills. The progress of children's personal, social and emotional development is excellent because staff work consistently to promote opportunities for them to build positive relationships with their friends. Additionally, partnerships with parents and carers are outstanding because all parents are encouraged to be a part of their child's learning and development from their first settling in visit. Staff

work extremely well with parents to ensure that they know everything about their child, enabling them to promote excellent progress from day one. Parents are remarkably well equipped with information about the Early Years Foundation Stage. There are additional and consistent opportunities for parents to develop their own understanding through newsletters and displays, although, they may benefit from hearing more about the wonderful activities their children are taking part in on a daily basis to enable these to be extended at home. Parents have a superb understanding of how staff are preparing their children for future learning and development and are enormously encouraged to share their own observations of children's achievements from home. As a result, staff and parents promote a highly consistent approach to children's learning and development overall.

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

Children are clearly very happy and content at the pre-school and they spend their time enjoying a fantastic range of activities and experiences. They leave parents and carers with ease and staff genuinely demonstrate caring and loving behaviour as they support children to settle at pre-school. As a result, children make excellent attachments and their friendships are highly promoted. Children attending pre-school for some time demonstrate a wonderful kindness to those who are newer to the setting. For example, as children enjoy the bikes and scooters in the garden area they are keen to involve new children by offering them a turn on the resources. Staff congratulate children for their kindness, which undoubtedly promotes their personal, social and emotional development. Additionally, their self-esteem and confidence are hugely promoted because staff use every opportunity to praise them. For example, children beam with pleasure as they are awarded the Star of the day for excellent care towards others, looking after the toys and resources, or using their walking feet inside. As a result, children's emotional well-being is exceptionally well promoted.

Children's behaviour is outstanding because staff provide an extremely warm and calm environment, where a consistent approach to encouraging children's knowledge and understanding of appropriate behaviour is very highly promoted. Children demonstrate an excellent understanding of the pre-school boundaries and follow the Rainbow bear rules carefully. Children play wonderfully, alone or with friends, and are very happy to share resources without prompt. For example, as children learn about magnets they make room for their friends to join in and instantly give them some of the items they are using. The key-person system is excellent and used well to promote close bonds and attachments with children and their families. Parents know who their children's key person is and, because the staff team work together on a daily basis, they are always there to support children and ensure that their care needs are met exceptionally well. All staff work very closely together in planning, discussing children's learning and organising the pre-school overall and this is demonstrated in how well staff know every child. As a result, children build secure attachments with their peers and the bonds they have with key staff are exemplary.

Children learn exceptionally well about the benefits of a healthy lifestyle. They talk about how important fruit is to their bodies and during physical exercise; they talk with staff about how quickly their hearts are beating. This encourages children to learn about the positive effects physical exercise has on their bodies and the importance of eating and drinking healthily. At snack time, this conversation is extended as children talk about and eat a range of healthy snacks, such as fruit, raisins and olives. Children have excellent opportunities for fresh air and physical exercise as they independently choose outside play when planning the activities they want to take part in each day. They have an excellent range of outside resources, such as, a growing and planting area, a mud kitchen and a hard surface for wheeled resources. Children obtain an exceptional understanding of managing safety and risks to others as staff encourage them to think about and talk about their safety. For example, as children climb on and through the climbing frame they are able to explain the importance of holding on and staying safe. They learn about stopping safely on their scooters and bikes and demonstrate excellent awareness skills as they manoeuvre around other children. Additionally, children's understanding of safety is promoted further as they discuss the importance of using tools and resources safely, as they hammer nails into wood inside the pre-school. The moves children make from home to pre-school and on to primary school are extremely smooth because their awareness of moving on is encouraged and supported exceptionally well. Photographs, books and discussions support children in their move and are used well alongside settling-in visits. This ensures that the moves children make between home, the pre-school and school are excellent.

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

The leadership and management of the setting is excellent. The two co-owners and the manager work extremely closely together to ensure that the safeguarding and welfare requirements of the Early Years Foundation Stage are met at all times. The established staff team, including apprentices, are highly motivated by the leadership and management of the pre-school and work exceptionally well together ensuring that children's safety is paramount. Staff demonstrate an outstanding approach to safeguarding children. For example, staff are vigilant at drop off and collection times; a member of staff supervises the main entrance the whole time children are in the outside area and all required documentation is kept up to date. Highly effective recruitment and induction procedures ensure that all staff working directly with children are suitable to do so. Individual Disclosure and Barring Service checks are completed for all staff and the manager takes the designated lead for safeguarding children. All staff have completed basic safeguarding training and through regular staff meetings, they are remarkably good at keeping up to date with changes to legislation. Excellent staffing and supervision ensures that the setting's staff to child ratios are always exceeded and the highly effective registration system further safeguards children. All visitors to the pre-school are required to sign in and wear a clear visitor badge. All staff and visitors are reminded of the mobile telephone policy and requested to leave their telephones in a room not used by children.

Additionally, every member of staff has a current first-aid certificate, ensuring that accidents and emergencies are dealt with promptly and effectively throughout the pre-school. As a result, the safeguarding and welfare requirements are exceptionally well met and children attending the pre-school are extremely well protected.

Excellent arrangements are in place for regular staff supervision and appraisals. The staff team are consistently monitored by the manager and co-owners who carry out regular observations to promote the overall quality of teaching in the pre-school. Highly effective evaluations are carried out by staff on a daily basis, which enables them to plan and provide a range of stimulating activities and experiences, extending children's progress. All staff take significant responsibility for their role and show a genuine enjoyment for what they do. They have a wealth of knowledge and understanding of how children learn and support each other exceptionally well. The staff team ensure that educational programmes provide optimum challenge in meeting and exceeding children's individual needs. Any possible gaps are very quickly identified through the effective tracking system, so that improvements are rapidly made. As a result, teaching is inspirational and the impact on children's learning is outstanding. The pre-school staff are clearly dedicated to their roles and work enthusiastically to ensure that self-evaluation is used to demonstrate where improvements can be made. Staff work together to ensure that evaluation is accurate and results in effective plans to secure continuous improvement. Constant feedback from parents is encouraged through regular discussions and parent consultations. Questionnaires are used to identify any areas for improvement. Additionally, children are able to talk about their likes and interests on a daily basis at pre-school and staff follow these leads. As a result, activities and experiences are stimulating, fun and capture the imaginations of all children.

Partnership working with parents is fantastic and parents speak very positively of staff. They express how settled and happy their children are, including their willingness to attend. Partnerships with other professionals, such as the child development centre and speech and language therapists, are excellent because staff encourage working together extremely well. They work alongside these professionals to support children's learning and development as well as ensuring parents are supported effectively. As a result, all children thrive with this consistent approach to their learning and development. Additionally, staff have built exceptional relationships with other providers of the Early Years Foundation Stage to promote children's care, learning and well-being overall. For example, staff have extremely close links with local primary schools and settings where children may also be attending. This ensures that children benefit from excellent communication links to support their ongoing development.

### **The Childcare Register**

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY401168
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	988705
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	32
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Tina Covill and Claire Mason Partnership
<b>Date of previous inspection</b>	08/07/2010
<b>Telephone number</b>	07766 407 317

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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