



## **Barton Early Years Centre**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY286075
<b>Inspection date</b>	05 May 2006
<b>Inspector</b>	Amanda, Jane Nicholls
<b>Setting Address</b>	Barton CP School & Early Years Centre, Green Street, Newport, Isle of Wight, PO30 2AN
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<b>Registered person</b>	Barton Primary School and Early Years Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

First registered in 2004, Barton Early Years Centre, operates from Barton Primary School in Newport, Isle of Wight. The wrap around care consists of Schools Out Clubs, First Steps Day Nursery and Barton Nursery.

The provision is registered for 177 children with currently 100 children on register from birth to 10years old.

The Breakfast Club is open from 8:00am to 8:45am Monday to Friday school term times only. The Out of School Club is open from 14.50pm to 17:15pm Monday to Friday, school term times.

while the Holiday Club is open from 08:30 to 17:30pm Monday to Friday, each week day.

First Steps Day Nursery is open from 8:00 to 17:30pm Monday to Friday, 51 weeks of the year, with the exception of Bank Holidays. Barton Nursery is open term-time only and offers wrap around care from 8.00 to 17.15.

The school achieved Early Excellence Centre status in 2002 and became a Children's Centre in 2004.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

From birth, children enter an environment which surrounds them with positive images of a healthy lifestyle. They are encouraged to work to a worthwhile and effective programme, that promotes the importance of diet, rest and physical exercise.

Facilities within the orange, pear and plum tree classes, are particularly good. Here children become enthused as they gain a firm understanding of personal hygiene, through an exciting and much enjoyed reward system.

Children's learning is also well supported in the Schools Out clubs, by adults who act as good role models. For instance, children who have returned from working in the environmental garden, are reminded to wash their hands, before sitting down to tea.

Children clearly enjoy unhurried mealtimes, as a result of the mostly careful consideration given by adults, toward the preparation and presentation of both the areas children use and, the content of the food they eat.

While young babies are individually accommodated, older more able children within the pre-school and nursery units, have the valuable opportunity to sit in the company of their peers and familiar staff, who welcome them into the main school, with friendly waves and warm smiles. Children in both the breakfast and after school clubs, sit at exquisitely prepared tables displaying vases of flowers and individually designed place mats.

Drinks are available for all children throughout the day.

Good facilities are available to promote exercise, especially in the lemon tree class which, unlike the other classes, maximise opportunities for children to manoeuvre independently between indoor and outdoor areas, throughout all seasons. While the accommodation within the orange, pear and plum tree classes, creates a comfortable atmosphere for those children, who mostly stay at the centre all day, in need of

quality sleep.

Wherever children are within the centre however, equal time is available for them to busy themselves in regular visits to the wildlife area or to snuggle in for restful cuddles, with dedicated staff who care deeply about their welfare.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

All children within all facilities, enter class rooms which are attractively decorated. They have access to outdoor areas which are secure and closely supervised, by staff who remain vigilant and observant at all times. Most rooms are purposefully designed, resourced by equipment and play materials which are plentiful and of a good standard. Most are used appropriately by staff, to ensure children's safety.

Despite the good awareness, shown by all staff, toward emergency evacuation procedures, the opportunities children have to practice fire drills, independent of the main school, is insufficient, in relation to the number of who attend the centre overall. Some ineffective procedures to monitor the movements of children within the schools out clubs, potentially impact upon their safety, should there be a need to evacuate the building quickly. The escape route from the orange tree room, may also hinder those who are unable to walk independently. However, the setting are aware of these weaknesses and are developing well thought through strategies to eliminate them quickly.

Because staff consistently talk with children about the importance of personal safety, such as the care needed to be taken when handling knives and scissors and, the importance of walking rather than running when indoors, children are developing a sensible understanding of their own and others welfare.

Worthwhile procedures are in place which, as a result, protect children from the risk of abuse and neglect. Unvetted persons are never left in sole charge of children, and all staff have a clear understanding of their role and responsibilities with regard to child protection.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Outstanding attention is given by enthusiastic staff toward ensuring children enjoy the time they spend at the centre. Activities are purposeful and well thought through. Experiences and opportunities are exceptional. Both as a result, wrap children in an environment which is totally child orientated.

The position of the setting itself enhances the quality offered by the programme of activities. Children have access to wonderfully designed and facilitated outdoor areas such as the environmental garden and large enclosed grassed and hard surface areas.

Staff and children undoubtedly have fun together in all classes, at all levels encompassing all age groups. Exceptional work takes place however, within the schools out clubs, and this must be mentioned. For here, staff have immense skill in capturing the quiet different attention and enjoyment of older children. A truly wonderful place to be.

The quality of teaching and learning is outstanding. Children enter an environment where laughter and humour prevail. They work with adults who clearly enjoy their company in comfortable surroundings which are conducive for effective learning.

Children show a strong sense of belonging as they greet friends and practitioners. They are responsive and show extreme levels care and concern about each other their environment.

Children are competent and able learners because of the outstanding quality of the teaching in all areas of the programme for nursery education. Practitioners show a firm knowledge of both the Birth to three matters framework and the Foundation Stage. Individually prepared plans reflect recorded observations under each area, with stepping stones used to identify the achievements and next steps in children's learning.

Activities are appropriately grouped and children work with staff who are suitably deployed. As a result, more able children are encouraged to persevere as they think through problems and to use number and colour language.

Children move with high levels of confidence between areas which are well defined and appropriately resourced.

Because knowledgeable staff are on hand to talk and play with children at their developmental level, their eagerness to improve increasing skills is evident at every turn. Because attention is given toward individuality and effort, children are eager to demonstrate to others what they know and can do. They are curious and persistent and actively immerse themselves in new and challenging activities. They are able to reaffirm and extend their understanding, because the timetable ensures they work with experienced staff who listen and respond to what they say and do.

Organised opportunities also are valued and promoted which allow those who wish to revisit experiences at their leisure. Here, children can be seen working without interruption as they concentrate quietly on their own or in small groups, supported by staff who share a passion for their learning.

As they play, children show a developing awareness of their own and others needs. Staff support them as they explore powerful emotions such as sharing and tolerance. Exceptional teaching is seen within the lemon tree room by staff who acknowledge these feelings as they work with them to resolve conflict, through timeless discussion.

As a result of this outstanding work, seen in a variety of formats in all areas of the setting through effective role modelling, children develop language to organise, sequence and clarify their thinking. They show exceptional ability to explain their ideas to others and remember and recall events which are special to them such as

Birthday parties and recent holidays.

Staff allow time for children to think and respond. As a result, they are able to sustain attention with enjoyment and interest, responding to stories for example with relevant comments, questions and actions.

Children are able to say and use numbers with confidence and passion. Using number names to 10, in a variety of everyday and adult led activities, they are making good progress in their developing awareness of mathematical ideas, concepts and methods to solve practical problems.

Because teaching is strong and exciting, children are eager to investigate and explore. Through the promotion of a child led environment, children absorb themselves in their inquisitiveness as they look closely at similarities, differences, patterns and change. They extend their understanding through the questions they ask about why things happen and how they work.

Exciting opportunities maximise children's enjoyment of creative exploration. They using paint and textiles, music and dance with increasing skill and confidence. As a result, they are given space to reflect their own personalities and how they feel. Within every class, stimulating and purposeful ideas are constantly available and rotated to increase children's enjoyment and individual success.

### **Helping children make a positive contribution**

The provision is outstanding.

Adults are clearly dedicated and reflect a wholehearted approach toward the total care and welfare of children and their families. Because they mind so deeply, there is an overwhelming sense of warmth and welcome here.

As a result, all children clearly enjoy the time they spend at the setting. They are greeted by staff who have a genuine interest in what they do and say. Despite a full and active programme, time appears to stand still here. Which, for children, means they are undisputedly valued. This is because they are listened to, talked with and their views and feelings respectfully sought out, acknowledged and acted upon.

Staff and children establish strong, worthwhile and long-term relationships with each other, because high regard is placed upon promoting and celebrating togetherness and community spirit. The Easter Assembly for instance, is a good example of this. Here children come together, regardless of whether or not they have made a bonnet, to take part and proudly parade around the hall. The importance of personal effort over achievement is reflected in the subtle yet wonderful praise bestowed by staff, upon those who have personally overcome or excelled, whether that be in their behaviour or in their academic learning.

Through staff members unwavering role-modelling, the behaviour of children is compassionate and kind. For example, within the schools out clubs, older children assist those younger or less able, to butter bread and pour drinks. While, outstanding gentle acceptance is reflected in the sensitivity children show toward those with

additional needs.

The quality of the settings partnerships with parents is outstanding. Exceptional work is done within this area, because staff show a sensitive and empathetic approach toward the pressure, joys and anxieties of parents who bring up young children. Always professional, staff develop trusting relationships with them, based upon openness and honesty. Again, time and resources are key features of this settings proactive thinking. As a result of the phenomenal number of interesting events and activities, parents become involved and enthused in, not only their children's learning, but in their own abilities and potentials.

As a result of the exceptional attention given to cocoon families in such an amazing environment, children are confident, competent and highly motivated individuals. This is indeed a strength of the setting.

Children's spiritual, moral, social and cultural development is fostered appropriately.

## **Organisation**

The organisation is good.

Children are cared for only by suitably qualified and experienced staff members, who continue to work tirelessly as a team, in order to improve the service they offer. Families are unconditionally received and warmly welcomed within class rooms that are well resourced and suitably equipped. This in turn, ensure children's individual needs are appropriately matched and well supported.

Organisation is mostly good. Special attention toward the procedures for registering and monitoring the movements of children within the schools out clubs, continue to be re-addressed. This will ensure the safety of all children is suitably considered. Despite some documentation lacking in detail and purpose, senior management continue to work quickly to overcome these identified weaknesses. Through the introduction of more workable strategies, a more consistent approach across all classrooms is being achieved.

Children are not at risk from harm, because only adults who are vetted have sole charge of them. The consistent approach within the policies and procedures they use, ensure all staff are fully conversant with their role and responsibilities toward the protection of children who use the setting.

The leadership and management of the nursery is outstanding which, in turn has a worthwhile affect on children's learning overall. Practitioners have an excellent knowledge of the Foundation Stage curriculum, including the birth to three matters framework, and use this to provide appropriate challenges and experiences for children of all abilities. Worthy attention is paid to monitoring the effectiveness of teaching and the impact on children's individual progress, which means all children are sufficiently engaged in order that their individual potential as young learners are facilitated and extended.

All staff from newly employed to long servers, clearly value the support and praise

they receive from senior management. They most certainly enjoy working together, balancing professionalism with fun.

Equally, within this setting, staff too are respected and thought very highly of, by those who lead them. Here, under strong leadership and management, which is second to none, the guidance they receive is outstanding, knowledgeable and appropriate to the service they offer.

Much time is set aside for the views of staff, children and their parents to be listened to and taken account of. Within each classroom, staff work exceptionally well as a team. They are aware of the importance their role has within this and show high levels of commitment and dedication. They willingly assist and support each other, yet have the experience and knowledge to work independently and creatively.

As a result, the setting does meet the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since the last inspection, there are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

#### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- continue developing strategies to ensure consist documentation, policies and

procedures are maintained across all classes.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)