

Barnston Buddies

Barnston Primary School, 85 Sandham Grove, WIRRAL, Merseyside, CH60 1XW



Inspection date

16 March 2017

Previous inspection date

3 July 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Children develop excellent communication skills. They confidently ask and answer questions, make suggestions and share their observations. Children show high levels of enthusiasm for learning. They are exceptionally well prepared to move on to school.
- The quality of teaching is excellent. The extremely dedicated and highly qualified staff demonstrate an exceptional understanding of how children learn. Staff plan highly stimulating activities, based on children's interests. They use accurate observations and assessments to effectively plan for children's next steps in learning.
- The management team continually strives for improvement. For example, they have recently implemented a nationally recognised audit tool to identify how the learning environment can be further improved. Well-focused improvement plans are implemented in the pursuit of excellence.
- Staff act as positive role models and their interaction with the children is excellent. Children show extremely high levels of confidence and self-esteem and their behaviour is exemplary.
- Successful partnerships with other professionals ensure the best outcomes possible for every child, including children who have special educational needs and/or disabilities and children who speak English as an additional language.
- Management and staff develop outstanding partnerships with parents. They go above and beyond expectations to ensure parents are fully involved in the work of the nursery. Parents are very positive and say that staff are exceptional and that their children make great progress.

What the setting needs to do to improve further

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

- embed the new methods of managing staff performance so that the high standard of teaching continues to develop.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector had a tour of the premises and spoke with staff and children during the inspection. She also spoke to Reception class teachers from the adjacent school.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and her deputy managers. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Managers and staff have a thorough understanding of the requirements they must meet, including child protection. They recognise when children may be at risk of harm and know how to report their concerns. The environment is safe and secure and effective procedures minimise risk to children. The managers regularly monitor and review accidents to identify if any changes to practice are required. Staff performance is consistently monitored, in order to identify and plan for any additional training needs. Plans are in place to audit staff's teaching skills using a very thorough evaluation tool. However, this has yet to be implemented in full in order to identify how staff can continually maintain their outstanding levels of performance. Managers have developed fantastic relationships with teachers at the adjacent school. Information is shared and activities are planned which prepare children exceptionally well for the move to Reception class.

Quality of teaching, learning and assessment is outstanding

Children make excellent progress in their learning. Staff very successfully build on what children already know and can do to extend their skills and understanding. For example, when children excitedly tell staff they have found pine cones, staff encourage them to identify the differences between the cones they have found. Children confidently tell visitors their cones are from an Alder tree. Children learn about size and shape in different ways. For example, some draw shapes and some look for shapes in the environment. Other children talk confidently about numbers as they play. All children benefit from daily, short sessions to develop their literacy skills. Younger children hear familiar stories and excitedly repeat refrains as they join in. Older children make the link between letters and the sound they make and have great fun as they spontaneously make up funny rhymes.

Personal development, behaviour and welfare are outstanding

Children learn to take appropriate risks while acknowledging the simple rules and boundaries in place to ensure their safety. For example, children know that only one child at a time can climb the tree and that an adult must be with them. They know to stop at the red spot hung at the entrance to a wooded area. They enjoy weekly specialist physical activity sessions. Children can choose between having a packed lunch or a hot meal. They open their own food wrappers or serve themselves and are encouraged to take their time and treat mealtimes as a social occasion. Relationships between staff and children are very strong. This is particularly evident for children who have special educational needs and/or disabilities. Children's key-persons are very effective in helping them to make sustained progress in their learning and to develop independence skills.

Outcomes for children are outstanding

Children make excellent progress and show exceptional levels of confidence and a desire to communicate their ideas and thoughts. They listen very well and are very keen to respond when asked a question. They want to have a go at challenging tasks and ask for help if they need it. Preparation for school is outstanding. For example, children show high levels of confidence as they perform a concert in the school hall for all the pupils.

Setting details

Unique reference number	EY288750
Local authority	Wirral
Inspection number	1064594
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 11
Total number of places	62
Number of children on roll	300
Name of registered person	Nicola Prance and Gary Prance Partnership
Registered person unique reference number	RP524675
Date of previous inspection	3 July 2013
Telephone number	0151 342 3411

Barnston Buddies was registered in 2004. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or higher, including two with early years professional status. The pre-school provision operates for 50 weeks of the year, Monday to Friday from 9am to 3.15pm and the out-of-school provision operates from 8am to 9am and 3.15pm to 6pm during term time. The holiday playscheme is open from 8am to 6pm during the school holidays. The nursery provides funded early education for two-, three- and four-year-old children.

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