

The Barn Neighbourhood Nursery

Inspection report for early years provision

Unique Reference Number	EY273184
Inspection date	04 June 2007
Inspector	Nicola Jayne Pascoe
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Registered person	The Barn Neighbourhood Nursery
Type of inspection	Integrated
Type of care	Full day 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.

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 good.

WHAT SORT OF SETTING IS IT?

Higher Tregenna Day Nursery is privately owned by a partnership. It opened in 2004 and operates from a newly converted barn. It is situated in St. Ives, Cornwall. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 8:00 until 17:30 all year round. All children share access to a secure enclosed play area.

There are currently 50 children from three months to five years on roll. Of these, 20 children receive funding for nursery education. Children attend from the local and surrounding areas. The setting currently supports children with special educational needs, and also supports children who speak English as an additional language.

The nursery employs 15 staff. Over half the staff have early years and play work qualifications to NVQ level 2 or 3. There are three members of staff who are currently working towards a recognised early years qualification. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children and babies benefit from being cared for in clean and hygienic premises. Toys and equipment are clearly in good condition and are cleaned regularly. Staff remove their shoes when walking in areas where children and babies play on the floor. Staff working with babies are diligent in ensuring that they are kept clean by regularly changing their nappies, washing their hands and faces and wiping their noses as and when required. Older children are clearly familiar with the benefits of maintaining high standards of hygiene and of the positive impact this has on their health. They routinely wash their hands following messy play with dough and paint, after use of the toilet and before they have their snack. Any risk of cross-infection is effectively reduced through use of individual paper towels for hand drying. Suitable written procedures are followed by staff, to ensure that good health and hygiene standards are maintained and that sick children and babies are cared for appropriately. Accident and medication records clearly show that staff follow effective procedures to treat injured children and administer medication if required. These records are shared appropriately with parents. Sufficient numbers of staff hold a paediatric first aid certificate.

Children and babies benefit from daily opportunities to enjoy fresh air and fun outdoors. Staff plan to make good use of the outdoor areas for learning and development opportunities. Children and babies access the outdoors in most weathers, as staff ensure that they are wearing suitable protective clothing. They run, skip, climb and play freely, developing their gross motor skills and exploring the outdoor environment. Children's and babies' individual dietary requirements are identified and met appropriately by their key worker. All have free access to fresh drinking water throughout the day. Older children enjoy their mid-morning snack in small social groups. They eat a selection of different fruits and help themselves to milk or water. Food is stored, prepared and served hygienically. They enjoy discussion with their key worker about the importance of healthy eating and the positive impact it has on their body. Children are able to rest and relax when required. Babies have soft cushions or cots for rest and sleep and older children enjoy sitting on soft cushions in the secluded book corner, quietly enjoying their favourite story books.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and babies benefit from a purpose built nursery and are cared for in a safe and secure, child-centred environment. Age appropriate toys, resources and equipment are provided and staff supervise children and babies well. The premises are kept secure, visitors are monitored and there are suitable systems to ensure that children and babies are collected by authorised persons. Written risk assessments are carried out regularly by staff, along with daily visual checks to maintain safety standards both indoors and out. All children have opportunities to practise regular fire drills to develop their confidence and familiarity. Children are escorted safely on trips and outings, adult:child ratios are increased at these times. Children are provided with fluorescent tabards to make them highly visible and easily identified by nursery staff.

Children and babies are prevented from accessing unsuitable areas through the effective use of safety gates, which can be opened to enable free flow when these areas are clear. Furniture and resources are organised well to maintain children's safety and the storage of toys and equipment enables children to freely access from clearly labelled open boxes, stored in low

storage units. Age appropriate furniture is provided in each play room and there is the additional use of restraints for babies using low chairs. Children and babies are safeguarded by the ability of all staff to follow the local child protection procedures. A suitable written policy has been developed and implemented and staff demonstrate confidence in their ability to identify, record and report any concerns appropriately.

Helping children achieve well and enjoy what they do

The provision is good.

Older children and babies benefit from the use of their own play rooms, which offer well organised space and age appropriate toys and resources. As a result, their levels of independence are growing rapidly. Children and babies are clearly well stimulated by the range of activities, the colourful and interesting displays and the good levels of interaction from adults. Key workers work directly with older children and babies in their smaller key groups. They follow clear written plans, in order to provide appropriate opportunities to effectively promote the development of children's individual learning and skills. Each key group works closely and harmoniously with other key groups to coordinate and rotate activities during the session. As a result, they make full and effective use of both the indoor and outdoor environment. Daily routine activities such as registration, washing hands, snack time and outdoor play are used well to promote learning. Staff are skilled in their use of both daily routine activities and additional planned activities, which deliver sufficiently challenging opportunities tailored to individual children's needs. They are confident and capable and their flexible approach enables them to wholeheartedly embrace suggestions and ideas from children.

Children's progress is monitored well to ensure that they are appropriately and sufficiently challenged through their play. Key workers have formed strong and trusting relationships with their key group of children. As a result, children and babies are happy and confident. Children and babies benefit from the balanced range of both male and female staff, who are not only well qualified and experienced, but are also very effective role models. The range of resources and materials are of a very good quality and include a balance of both natural and man-made materials. Staff have a good awareness and understanding of the benefit of sensory play for children and provide a range of opportunities for children and babies to explore and investigate using all of their senses. Children and babies are actively included in the planning and preparation of activities. For example, older children make their own play dough before moulding and shaping using appropriate tools. Babies are asked which song they would like to sing whilst they wait for their lunch to be served. One toddler calls out 'Baa, Baa Black Sheep' and they all sing merrily together. As a result, children are fully included, their ideas and suggestions are respected and valued and the setting demonstrates a balance of both child-initiated and adult-led activities.

Nursery education.

The quality of teaching and learning is good. Children are busy, occupied and are actively engaged in purposeful and worthwhile activities throughout the session. Staff demonstrate a good knowledge and understanding of the Foundation Stage curriculum and have developed an initial child profile which is linked to the stepping stones. This profile is a good tool with which to establish what children know, understand and can do on entry to the nursery room. Use of this document enables key workers to plan to provide sufficiently challenging activities for children from the start. Key workers know their key group of children extremely well. They plan to provide opportunities for learning and development based on children's individual preferences and interests. They have developed useful written observation and assessment

records, which include sufficient levels of information to enable them to provide children with good opportunities to make progress. However, in the event of the key worker being absent from the setting for a period of time, these records may not provide sufficient levels of information to another worker who is not as familiar with the key group of children.

Children have formed close attachments to their key worker and each small group work harmoniously alongside each other. Adults listen attentively to children and clearly respect their input. Conversation flows between adults and children and children and their peers. They cooperate well to develop and maintain imaginative role play, make their own play dough and work together at the large painting easel. Children's social, moral, cultural and spiritual development is fostered. Children benefit from following the established daily routine. This familiar structure provides a good opportunity for them to monitor the passing of time. Children count regularly during the session and use mathematics to solve problems, add and subtract. They particularly enjoy using books for reference and personal enjoyment. They sit together in the cosy book corner and share favourite stories and picture books. Children regularly use the writing table to create drawings, write letters and notes and to practise writing letters of their name. They are developing a good awareness of using scribing as a method of communication with others. Their written work is displayed prominently for all to value and admire. Children are provided with very regular opportunities to use information technology and programmable toys. The programme of activities effectively promotes children's learning and development in all areas.

Helping children make a positive contribution

The provision is good.

Children and babies benefit from the close and trusting relationships they have formed with their key worker. The whole nursery operates as one happy family unit. Children are respected and listened to. Adults value their ideas and contributions. Children's achievements are celebrated and their work is attractively displayed for all to admire. Adults know the children and babies well, they are clearly aware of individual preferences, specific needs and differing abilities. Children and babies are developing a sound awareness, understanding and respect of their own and different cultures and beliefs through discussion, planned activities and use of an appropriate range of visual aids and resources. However, there are no visual aids which positively promote an awareness and understanding of people's differing abilities. Children and babies with learning difficulties/disabilities and English as an additional language are well supported at the setting, by knowledgeable and experienced staff who are committed to ensuring that all children are treated with equal concern, respect their differences and ensure they are fully included.

Children are very well behaved, polite and considerate to one another. They eagerly assist staff in tidying away the toys and preparing activities. They take turns and share with one another. They follow the good examples set by adults, who are good role models. They follow the agreed code of conduct for the setting. Adults use age appropriate and positive methods of behaviour management. Babies respond well to distraction and explanation, older children are encouraged to develop strategies to share and cooperate, in order to resolve any issues amicably. Adults provide praise and encouragement to reward good standards of behaviour. The partnership with parents and carers is good. Key workers are clearly aware of the benefits of working closely with parents and carers. They have developed good professional relationships and aim to provide good levels of information on a regular basis. Parents/carers have free access to a full range of nursery policies and procedures. There is a notice board situated in the entrance foyer, which displays useful levels of information. Key workers liaise closely with parents/carers to obtain

and share information both formally and through regular one to one meetings. Verbal information sharing takes place at the beginning and end of the day. A regular newsletter is produced to share essential and useful information relating to forthcoming events and to encourage parental involvement.

Organisation

The organisation is good.

Children and babies are cared for by suitably qualified and experienced adults. Staff demonstrate considerable levels of skill in their ability to meet the needs of all the children attending. Adults working with children are checked for suitability. Students working with children are closely supervised at all times. They are not included in the adult:child ratio. There are robust systems for recruiting and inducting new members of staff. Existing staff are monitored for ongoing suitability through regular staff appraisals. All staff demonstrate a commitment to further training and development. The registered persons are actively involved in the management and organisation of the nursery and are fully committed to ensuring standards remain high. They employ a designated member of staff for administration support, which relieves the nursery staff from the burden of this additional paperwork. As a result, staff are able to spend their time working directly with the children and do so enthusiastically and skilfully.

The nursery is purpose built and child-centred. The older children use the ground floor facilities, which are organised well to effectively promote their self-confidence and increasing levels of independence. Babies are cared for on the first floor and enjoy high quality resources which are well presented. All children enjoy access to safe, secure and comfortable areas in which they may rest and play. Nursery documentation is stored securely and updated regularly and as required by the administrator. Children's records are stored for an appropriate length of time and are shared appropriately with parents and carers. Confidentiality is respected and maintained. The nursery is aware of the requirement of the need to notify Ofsted of significant changes or events and there is evidence that they have done so in the past. The leadership and management are good. The registered persons use appropriate methods with which to monitor and evaluate the effectiveness of the provision of nursery education. They welcome support and advice from the local authority. The nursery is situated in a converted barn on St. Ives school site and there is evidence that the school and nursery have forged very strong links and are committed to working in partnership. The head of the school visits the nursery regularly, the nursery benefits from use of the school hall and the school offers opportunities for nursery staff to benefit from joint training. Overall, the nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was given a good judgement.

There were two recommendations for improvement. These were to ensure that medication and accident records are shared appropriately with parents and to provide a range of visual displays, which promote a positive awareness of differing cultures and abilities.

The medication and accident records now clearly show that they have been shared appropriately with parents. A good range of quality displays are now prominently positioned and clearly show a wide range of different cultures and the range of people within the community. However, there are no images which positively promote an awareness and understanding of peoples differing abilities.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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 good.

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):

- provide children and babies with a suitable range of visual aids which positively promote their awareness and understanding of peoples differing abilities

The quality and standards of the nursery education

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

- ensure that children's observation and assessment records contain sufficient levels of information to enable staff, other than the key worker, to maintain the high levels of care and educational support and challenge already provided.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk