

# Barnkids Ltd. at Little Acorns Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY282743
<b>Inspection date</b>	12 November 2007
<b>Inspector</b>	Gill Moore
<b>Setting Address</b>	The Barn, Penang Farm, Combe Lane, Chiddingfold, Godalming, Surrey, GU8 4XL
<b>Telephone number</b>	01428 685633
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<b>Registered person</b>	Barnkids Limited
<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 good.

### WHAT SORT OF SETTING IS IT?

Barnkids Ltd. at Little Acorns Nursery is a private nursery setting owned by Barnkids Limited. The nursery originally opened in 1996 and re-registered in 2004. There is also an after school club serving four local schools. The nursery is located in a converted barn and a newly constructed single-storey building on a working farm. Rising three and four-year-old children are cared for in the Barn building which has a main playroom and an adjoining quiet room on the ground floor with a further playroom on the newly refurbished mezzanine floor. There are toilet facilities on the ground floor of the building. Children enjoy outdoor play in an enclosed area adjacent to the Barn. There is an adjacent unit that houses the toddler unit and has a main hall, quiet room, toilets, kitchen office and reception. There is a second outdoor play area for younger children. The setting serves the rural community living in and around the village of Chiddingfold in Surrey. A maximum of 48 children may attend the group at any one time. The nursery is open from 08:00 to 18:00 Monday to Friday during school term time and some holiday periods. Care for school aged children is provided 15:00 - 18:00. Holiday care is provided some holidays 08:00 - 17:30.

There are currently 77 children aged from 18 months to under five years on roll. Of these, 18 children receive funding for nursery education. A further 32 children are on roll attending the after school and holiday club. The owner of the nursery is a qualified early years practitioner and works full time in the group. In addition, 12 staff work directly with the children, seven of whom are qualified. One unqualified member of staff is currently working towards a recognised child care qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children gain a very good understanding about the importance of looking after their bodies. They talk about why it is important to wash their hands using soap before sitting down to snack, recognising they need to wash the germs away. Children wrap up warm when playing outside and discuss why this is important and benefit from regular daily opportunities to play outside in the fresh air. They have a wonderful time riding safely around on different sized bicycles and enjoy giving each other rides. Children throw balls and hoops and laugh with practitioners as they try to throw the ball into the basketball net. Older children balance across beams, jump in and out of tyres and confidently use a range of climbing equipment. Younger children enjoy playing in ball pools and learn to negotiate the steps to the slide unaided. All children benefit from regular walks and nature trails around the farm grounds and children attending the out of school club enjoy playing on go-karts. Indoor activities, such as music and movement sessions and 'Sticky Kids' help to promote children's physical skills inside. Consequently, children gain a very good awareness of the importance of regular exercise as part of maintaining a healthy lifestyle.

Children stay healthy because practitioners maintain a clean environment implementing effective health and hygiene procedures, which helps minimise the spread of germs. For example, they use different coloured cloths for specific purposes; wash their hands thoroughly before serving snacks and wear disposable gloves and aprons when changing children's nappies. Secure procedures are in place to respond to accidents and practitioners have relevant up to date first aid training. Accidents and medication administered are recorded appropriately and shared effectively with parents, obtaining signatures, and children's health is promoted in an emergency situation because written parental consent is obtained to seek medical treatment and advice. Children begin to develop very good self care skills using the toilets independently, where appropriate, and younger children are encouraged to help feed themselves. Suitable facilities are available to meet their physical needs, including soft cushions to sleep on and nappy changing stations in both buildings within the nursery.

Children's understanding of healthy eating is extremely well promoted through the wide range of healthy snacks and meals provided to children. They help themselves to a range of healthy fruits and salad vegetables at snack times and talk about how different foods are good for their bodies and help them to grow. Children pour their own drinks of water or milk and spoon raisins onto their plate developing very good independence. They discuss how some fruits can be eaten with their skin on whilst others needs the skin taking off, and talk about the different tastes and feel of fruits. Children discuss why it is important to clean their teeth regularly, which enhances their understanding of following good personal hygiene routines. They benefit because they are provided with a healthy nutritious cooked meal at tea time, delivered by outside caterers 'Moo's Meals.' All food is organic and options include dishes such as spaghetti bolognese, beef stew and chicken casserole, followed by fruit and yoghurt. Children's individual

dietary requirements and allergies are all catered for ensuring their individual needs are fully met.

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

The provision is good.

Children benefit enormously from the wonderful, bright, exciting and stimulating learning environment. They move freely and safely around the nursery, both inside and out, which helps develop their levels of independence and self assurance. Premises are clean, warm and secure and inviting to parents and children. Nursery accommodation has low level coat pegs for children, kitchen and toilet facilities and plenty of play space. They independently access a very good range of play provision and resources, which are stored at low level and presented on open shelving units. All equipment and play resources are clean, safe and well maintained and regular checks are made, and cleaning procedures implemented, to ensure they are sterile and clean for children.

Children gain an excellent understanding of how to keep themselves safe at nursery and practitioners are highly effective in using routine activities and discussions to help promote their awareness. For example, children talk about the need to walk slowly and hold the banister as they come downstairs and discuss how to keep safe around fireworks. Their safety is ensured because practitioners are vigilant and ensure risks and hazards are minimised at all times. Stair gates are used to prevent children accessing specific areas, plug sockets are inaccessible and all heaters are covered. Outside areas are securely fenced and gates are locked, and buildings have key pads fitted, which helps ensure security. Formal and informal risk assessments are implemented on all areas of the nursery, including outbuildings within the farm grounds, and practitioners work closely with the farmer to ensure a safe environment. Children and practitioners practise regular fire drills, which are recorded and evaluated, and regular checks on fire equipment and electrical appliances are made.

Children's safety is promoted when on outings and written consent is obtained from parents. Vehicles used by practitioners to collect children from school are suitable and appropriate insurance cover is in place. Secure systems are implemented to ensure the safe arrival and collection of children across the day and the deployment of practitioners is effective in helping to manage this. Children are protected and safeguarded from harm because practitioners have a very clear understanding of their role with regards to protecting children in their care. They have a good knowledge of the different types of abuse and are able to identify possible signs and symptoms that may give concern for concern. Training is included as part of the induction process and external and in-house training is also promoted. Suitable procedures are in place to respond to and record any injuries children arrive with and these are discussed with parents. Practitioners know how to implement nursery child protection policies and local safeguarding procedures, helping to protect children.

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

The provision is good.

Children really enjoy their time at nursery and arrive excitedly happy to leave their parents. They hang up their coats and personal belongings and come straight in making their own decisions about what they want to play with. Interaction between practitioners and children is wonderful throughout. Children's care and learning is really enhanced because practitioners have a secure knowledge of child development and a very good understanding about the

individual abilities and interests of each child. Younger children become competent learners and skilful communicators learning to use a range of tools and equipment. They express wonderful imagination playing shops with practitioners talking about the different food and imitating new vocabulary introduced to them. Children use cards and money with the till and place their shopping in their baskets and trolleys before taking it home to unpack. They begin to recognise shapes and colours and count the number of circles as they glue them on their picture.

Children enjoy being creative and have planned opportunities to experience a wide range of media including tea, rice and paint. They use a range of sacks to examine different objects, including metal, wood, sponge and corks, although opportunities for them to explore a range of tactile experiences and different media through independent play have not been fully explored. Excellent systems are in place to support children through the transition from the 'Chicken Run' to 'The Barn.' They benefit from mixing with older three year olds before moving upstairs, which has a positive impact on their confidence, self esteem and independence. Children lead their own learning, choosing from a wide range of experiences, and enjoy spending group times together sharing stories and singing songs. Older children attending the out of school club play an active role in the planning of activities. They enjoy playing a range of games, cooking, being creative and using the PlayStation. Children benefit from opportunities to play outside daily and the use of the go-karts. Holiday club activities tend to be linked around weekly themes and again children contribute to this planning. For example, they recently learnt to juggle, painted their faces like clowns and baked clown shaped cookies as they explored life in the circus.

#### Nursery education

The quality of teaching and learning is good. Children thrive during their time at nursery because all practitioners have a secure knowledge of the Foundation Stage curriculum and an excellent understanding about how young children learn most effectively. They provide an exciting and vibrant learning environment where children are happy, fully involved in their learning and develop at their own rate. This really helps boost children's learning, enabling them to become competent and autonomous learners. Secure systems are in place to plan the educational programme ensuring an exciting range of activities and experiences are offered covering all aspects of the curriculum. Practitioners know children exceptionally well and use their knowledge, together with information gained from assessment, to help guide their planning. They identify children's next steps for development, although this is informal at present, which enables them to adapt their teaching techniques ensuring effective support and sufficient challenges are provided.

Children make good progress because practitioners are exceptionally skilful in the way in which they question them. They use children's individual interests to help introduce new skills, and consolidate existing knowledge, and ask open ended questions, encouraging children to think through ideas for themselves and solve their own problems. Children develop extremely positive relationships with practitioners running in for cuddles and laugh and giggle as they participate enthusiastically in singing sessions. Their behaviour is very good because they are actively engrossed in their learning and children show good concentration building models from a range of construction materials and cutting out the pictures they have drawn.

Children's speaking and listening skills are well developed as they confidently contribute to group discussion and recognise and value what their peers have to say. They use nursery puppets and dolls, such as 'Suzie' to help communicate with each other and this helps to reassure and

support the less confident and younger children in the group. Children enjoy bringing in items from home for 'show and tell' and discuss things that have been happening over the weekend. They talk excitedly about the bonfire and fireworks party that took place in the village during the week, which leads to much discussion about different shapes, colours, noises and how to keep safe around fire. Practitioners plan experiences around nursery topics, helping to focus their ideas, and children enjoy learning about pirates, sea creatures, the zoo and people who help them. They make thermometers, when exploring different temperatures, and watch and care for tadpoles as they examine the life cycle of a frog. Children make fruit kebabs and use the globe and atlas to locate the different countries where each of the exotic fruits are grown.

Children benefit immensely from the location of the nursery in that it is accommodated within the grounds of a working farm. They go for walks and watch 'Farmer Rob' chop logs and tend to his sheep. Children watch eggs hatch and see baby lambs with their mothers and enjoy going on trailer rides around the farm. They learn how the different machinery works and have wonderful opportunities to explore and develop their curiosity and investigative skills independently helping themselves to range of resources, including magnifying glasses and magnets. Children enjoy exploring books independently and with their peers and excitedly join in with familiar stories and rhymes. They learn to use non fiction books to help support their learning, for example finding out about dinosaurs when playing in the swamp.

Practitioners join in children's play and are extremely effective in helping them to extend their real and imagined ideas without leading activities. Children invite practitioners to join in their play making dens for their dinosaurs and solve their own problems around size and shape when they are unable to fit the dinosaurs into the cave. Practitioners make excellent use of routines, children's self chosen play and incidental opportunities to extend children's learning encouraging them to count, sort and match the different dinosaurs. They adapt their teaching techniques to provide sufficient challenges to the more able children, for example by asking them to group sets together and working out how many more they need to make the sets equal. Children identify letters, numbers, shapes and print around the room and their understanding of sounds and letters is enhanced as practitioners introduce this to them during group times and when encouraging children to label their own work.

Good use is made of time, space and resources to enable children opportunities to learn independently as well as engaging in group activities. Their learning is significantly enhanced because the learning environment is well organised and extremely bright and stimulating. All resources are presented at a low level, which helps boost children's self care skills and develop a sense of responsibility as they know where things belong when they have finished playing. Children enjoy many opportunities to explore creativity using a wide range of media and materials. For example, they explore different objects in water, paint using a variety of techniques and explore their senses using lentils, flour and dough. They express their own ideas exploring creativity and benefit from a variety of different role-play settings, which helps develop their imagination, including a treasure island, home corner and doctors surgery. Overall, children benefit from a wonderful early years experience where practitioners use inspirational and exciting teaching methods to fully capture their attention and encourage them to achieve their individual potential during their time at nursery.

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

The provision is good.

Children develop a strong sense of self assurance and belonging to the nursery. They form secure trusting relationships with practitioners who know them exceptionally well and play

alongside their peers confidently. Children display extremely high levels of self-esteem, which are boosted by the continual praise and reinforcement from practitioners. Younger and new children are exceptionally well supported by practitioners who recognise their insecurities, and comfort them across the session, enabling them to gain confidence and reassurance at their own rate. Children recognise the need to share and play nicely and this is promoted right from an early age across the nursery. 'Spencer', the nursery bear, spends time at home with each of the children and writes all about his adventures, including postcards and photographs, sharing the stories about his travels with the children at group times. This helps to increase children's awareness of how to take care of someone, and also enhances their understanding about things that happen in their own lives and those of their peers.

Children's understanding of themselves and their families, their local community and the wider society is promoted through everyday discussions with practitioners. They use a good range of resources reflecting a diversity of gender, disability, culture and ethnicity and the physical environment helps to increase children's awareness. Activities and experiences linked to special events and various cultural festivals are introduced into the planning. For example, children make pancakes to celebrate Pancake Day, perform Christmas productions and enjoy entertainment and a party at Christmas and make candle holders and sweets when learning about Diwali. They make bread and explore and taste different foods grown around the world. Children participate in village events, such as summer fetes, and invite people from their local area to join them and their families on their annual 'bluebell walk' and other fundraising events. They begin to gain an understanding about those less fortunate than themselves making a coin trail to help raise money to re-build a school lost in the aftermath of the tsunami in Sri Lanka. Visits from the rector and people who help them, including police and firemen, help children learn about the roles people play in their local community. Children's individual cultures, beliefs and home languages are valued and promoted throughout the nursery and consequently, they begin to recognise and value the differences and similarities between themselves and their peers. This positive approach fosters children's spiritual, moral, social and cultural development.

Children benefit immensely because extremely positive relationships are established between practitioners and their parents. The nursery promotes a friendly and family atmosphere where secure links are in place between home and the setting. Parents receive detailed information about the group through a variety of ways, including a brochure, information displayed on parent notice boards and regular newsletters. Secure procedures are in place to induct and settle new children into the group and parents are encouraged to share information about their child's home and family life, which enables practitioners to have a greater understanding about their individual needs. A fully inclusive environment is promoted where every child's needs, abilities and interests are recognised and valued. Secure systems are in place to support children and families, liaising with outside agencies, where appropriate, to ensure children's individual needs are fully met. Practitioners share information about what children have been doing each session and how much they have eaten, for example, although this is informal at present. Parents are encouraged to play an active role in the nursery supporting fund raising events, sharing skills in the nursery with children and taking an active role on the events committee.

Partnerships with parents of children who receive nursery education are good. Detailed information about the Foundation Stage curriculum and how children learn through play is shared through the prospectus, as well as informally as part of the transition process. Parents receive regular newsletters providing details about nursery topics, experiences children are involved in each week and information about shapes, letters and numbers to be explored. Children's individual achievements and progress are shared informally, for example as parents collect their child from the group. Parents are welcome to look at their child's assessment

records at any time and attend an open day annually where they can speak with practitioners about their child's progress. They receive a folder each term, which includes samples of children's work, and an overview of their learning. Although the nursery operate an open door policy, there are no formal opportunities available for parents to be informed about their child's next steps for development, on an ongoing basis, and how they can help support their child's learning at home, which impacts on their ability to fully contribute to their child's learning.

## **Organisation**

The organisation is good.

Children benefit immensely because they are cared for by qualified and experienced practitioners who share the same vision. A secure management system is in place and practitioners and management work exceptionally well as a team to promote successful outcomes for children. Communication between practitioners is excellent and this takes place informally and formally through a variety of ways, including regular team meetings, message books and discussion at the beginning and end of sessions. Weekly management meetings enable targets to be identified, with clear defined points for action, and ensure operational issues are quickly addressed. High priority is placed on staff performance and development and inset days provide additional opportunities for staff training. Secure systems are in place to recruit and appoint new staff and a robust induction procedure helps to ensure each practitioner is clear about what is expected of them. Regular appraisals and review meetings help to ensure the ongoing suitability of those practitioners already working in the setting, although these systems are not yet fully developed.

Children's health, safety and well-being are promoted because all practitioners have a secure knowledge of the policies and procedures within the nursery and implement these to a consistently high standard across the nursery. As a result, the setting meets the needs of the range of children for whom it provides. Accurate records are maintained relating to times staff and visitors are on and off the premises, although there is a minor weakness in the recording of children's attendance whilst at nursery. Effective procedures are in place to ensure all documentation; records and policies are regularly reviewed and updated in line with new regulations. Records are available on site, shared with parents and stored in locked cupboards to ensure confidentiality is maintained.

Children's learning is significantly enhanced because leadership and management of nursery education are good. Practitioners meet weekly to plan experiences and activities and use information gained from assessment to help inform their planning. Secure systems are in place to monitor and evaluate the curriculum and teaching and assess the impact on children's individual progress. All practitioners make extremely good use of every opportunity to extend children's learning and their excellent knowledge of the Foundation Stage curriculum enhances their ability to do this. Varied and exciting teaching methods capture children's attention, and the use of time, space and resources helps to ensure children play an active role in their learning.

## **Improvements since the last inspection**

At the last care inspection the group were asked to conduct an up to date risk assessment on the premises, and any outings, identifying action to be taken to minimize identified risks. Since the last inspection formal, as well as informal, risk assessments have been introduced, which helps to ensure children's safety whilst at nursery and on outings. The group were also asked to ensure good hygiene practices are in place regarding hand washing and keep up to date written records, signed by parents as appropriate. Children wash their hands in the hand basins



using soap and individual hand towels, which helps reduce the spread of germs. All written records are signed by parents, where appropriate and secure procedures are in place to monitor this by management.

At the last education inspection the group were asked to consider ways of helping children to make more use of the nursery computer to support their learning. Since the last inspection the nursery have introduced a laptop computer to older children in receipt of nursery education funding, which is based upstairs. In addition, they make use of the existing computer downstairs, which has been relocated to a quieter area, allowing all children to benefit from opportunities to use this equipment across most sessions.

### **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 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):

- increase opportunities for younger children to explore a range of tactile experiences and different media through independent play across the session
- further develop the procedures to ensure the ongoing suitability of those practitioners working in the setting and procedures to record times when children are present in the group

#### **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):

- continue to develop opportunities for parents to be informed about their individual child's next steps for development and how they can support this at home

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