

The Barn Nursery School (Wootton) Ltd

Inspection report for early years provision

Unique reference number	EY361332
Inspection date	14/10/2008
Inspector	Loraine Wardlaw
Setting address	Wootton St Lawrence, Basingstoke, RG23 8PE
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Barn Nursery opened in 1984, with a change of ownership in 2007. The nursery operates from two age based rooms within a Victorian school building in the village of Wootton St Lawrence, near Basingstoke. There is a fully enclosed outdoor play area attached to the premises. The nursery serves a wide geographical area. The provider is registered on the Early Years Register and a maximum of 52 children may attend the nursery at any one time. There are currently 87 children on roll. Children attend for a variety of sessions each week and there are options to stay all day within both age groups. The nursery is open each weekday from 09:00 to 15:15, term-time only. The two managers/owners, who also work with the children, employ 13 members of staff, one of whom is an administrator. Both managers have Qualified Teacher Status and one manager has Early Years Professional Status, four members of staff have Qualified Teacher Status, and four staff are qualified to NVQ level 3. A fifth member of staff is working towards NVQ level 3.

Overall effectiveness of the early years provision

Children thrive and flourish in the highly stimulating and rich environment; all staff are knowledgeable and skilful practitioners who consistently put children at the heart of all that they do. Excellent, inclusive practice encompasses every child attending the setting; staff work exceptionally well with parents and outside agencies to ensure all children's needs are met, particularly those with learning difficulties and medical needs. Management and staff are continually working to improve their already highly successful practice.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to reflect and develop practice, by implementing the termly action plans

The leadership and management of the early years provision

The excellent leadership and management of the setting plays a key role in ensuring that staff practice is of the highest quality, which in turn ensures the best possible outcomes for children. The nursery is exceptionally well organised, with the two managers taking on specific roles to ensure the very smooth running of the provision. Staff are very well qualified, competent and enthusiastic practitioners. They relish the 'in house' training offered to them by management and attend external training with the view to learning more, to benefit the children at the nursery. New staff are swiftly inducted to ensure they are as skilled and knowledgeable as their colleagues by a mentoring system. Self evaluation is

rigorous and ongoing, including termly action plans, to ensure that practice is continually moving forward. Views are sought from parents through open discussion, questionnaires and parent/child sessions. Children's views are sought; for example, on home corner themes and the location of the special property box. Robust systems are in place to recruit and vet new staff and high adult to child ratios are maintained. Very effective partnership working means that parents and key staff work together to swiftly aid children's developmental progress and to foster and nurture their care; the setting is about to set up a process to liaise with parallel provision for children attending another setting. Settling in reports, transfer reports, annual parents evenings, alongside an open door communication policy and parent information evenings contribute to a very strong feeling of partnership between staff and parents. Home link activities and very good communication about children's daily learn through play activities mean that parents are well informed about their child's time at nursery. Adults have a robust approach to keeping children safe; extensive risk assessments are carried out which include a comprehensive fire assessment by the settings trained fire marshall. Children are very well safeguarded because staff are all trained and knowledgeable about the safeguarding procedures.

The quality and standards of the early years provision

Children delight in their time at the nurturing nursery, because the adults value and focus on each and every one of them. Children participate eagerly and with great enjoyment at their self chosen activities; all of which are very well presented and prepared by the staff. For example, children role play in the doctors surgery putting a plaster on a patient's knee, they show the inspector with great interest 'the body' book with the x-ray picture, confidently talking about bones in their body and write out a 'prescription' for a patient in their emergent writing. Adult/child focus activities and small group activities are expertly implemented by the skilled staff who weave learning objectives into all that they do with the children, but in a fun and exciting way. For example, the youngest children go on a 'sensory walk' excitedly listening to the different sounds of the birds, the church clock chiming, observing nature and touching/collecting things as they go. Consistent, positive interactions by the staff enable children to make the best possible progress across all six areas of learning. Children learn to think and understand for themselves, inspired by the adults open questions. For example, a child makes a tall tower from a construction set which is top heavy. The practitioner encourages the child and those around, who quickly become interested in the problem, to think of ways to stop it from falling over. Children discuss their options and decide to build 'a ladder' to prop the 'crane' up, which they do together. Thorough initial and ongoing observations and assessments of the children by the staff and their parents, enables the setting to effectively identify their next steps. These next steps or challenges are implemented the following week during planned play activities and also during their one to one time with their key person. Staff know their key children extremely well; they listen and respond to children sensitively, all the time noting their developmental progress. Children with learning difficulties or those identified as needing extra support thrive on the attention and teaching given to them by a practitioner specifically employed to meet their needs; this contributes successfully to the inclusive, enabling environment.

All staff demonstrate an excellent commitment to promoting the welfare of the children. Young, new children are carefully and sympathetically told about the fire evacuation procedure, which they later practise with ease. Very good procedures are in place to minimise cross infection amongst children and those with allergies or medical needs are exceptionally well cared for by the staff. For example, food accidentally dropped on the floor is put in the 'food for worms' bin which is then put into the nursery's large outdoor wormery. Children are highly motivated individuals and thrive on the very positive praise offered to them by the enthusiastic and caring staff. They are well behaved and know the nursery routines very well. For example, when the green traffic light is on the door they know they can choose to play out of doors in the well-set up play area, and know they can freely choose to have a drink and snack when the snack bar is open. Staff meet children's nutritional needs very well; children enjoy sliced apple, breadsticks and raisins during the morning and confidently come indoors to access their water bottles after exerting lots of energy out of doors. Adults are vigilant about possible hazards and risks to children such as removing broken toys swiftly to be repaired and have good procedures in place to ensure children remain safe at home collection time. Staff provide a very rich environment to children; they have high standards and ensure that each day children access quality, safe resources and play activities. Children are able to appreciate their art work, because staff take pride in ensuring their work is displayed within the very visually stimulating nursery.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Outstanding
How well does the provision promote inclusive practice?	Outstanding
The capacity of the provision to maintain continuous improvement.	Outstanding

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Outstanding
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Outstanding
How well does the setting work in partnership with parents and others?	Outstanding
How well are children safeguarded?	Outstanding

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Outstanding
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Outstanding
How well are children helped to stay safe?	Outstanding
How well are children helped to be healthy?	Outstanding
How well are children helped to enjoy and achieve?	Outstanding
How well are children helped to make a positive contribution?	Outstanding
How well are children helped develop skills that will contribute to their future economic well-being?	Outstanding

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.