

# The Barn Kindergarten and Out of School Club

Inspection report for early years provision

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<b>Unique reference number</b>	EY373527
<b>Inspection date</b>	23/02/2009
<b>Inspector</b>	Janet Maria Moutter
<b>Setting address</b>	Shrivenham Primary School, High Street, Shrivenham, SWINDON, SN6 8AA
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<b>Type of setting</b>	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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

The Barn Kindergarten has been registered since 1994 and have moved from Watchfield to Shrivenham in 2008. It is privately owned and run and meets in the newly refurbished Barn in the grounds of the Primary School at Shrivenham. The Kindergarten and Out of School Club has use of the whole building during opening hours. They have an enclosed outdoor play area and they also have regular walks to the local park and around the village.

The Kindergarten and Out of School Club are open every week day from 08:00 until 18:00 on a sessional basis. The Barn Kindergarten are in receipt of funding for nursery education. The day begins with the Breakfast Club, then the Kindergarten in from 09:00 till 12:15 during term time and the After School Club from 15:00 to 18:00. Once a week the Kindergarten is open until 12:55, when children may bring a packed lunch.

The setting is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. A maximum of 26 children aged from two years to under eight years may attend at any one time. The Kindergarten employs four members of staff, including the owner, to work with the children. In the out of school club, there are six staff and two drivers. Of the total staff, six have relevant Early Years qualifications. The Kindergarten receives support from the local authority Early Years Partnership.

## **Overall effectiveness of the early years provision**

The overall quality of the provision is satisfactory. The Barn Kindergarten and Out of School Care provides effectively for children in the Early Years Foundation Stage. Activities are planned to ensure all children are included and have an enjoyable time whilst making progress in their all round development. The premises and resources are well used to create a happy and stimulating environment in which children feel welcome and can choose what they would like to do. The owner is aware that there are areas for development and takes action to improve the quality of experiences for the children, including training and building up the resources. The partnership with parents is generally good, however, some systems and procedures partially include parents and children and therefore do not fully meet current requirements.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- organise a suitable secure area for the records on staff and children to ensure that they are accessible to those who have a right or professional need to see them
- plan and organise the systems that are in place so that children can contribute to and learn about keeping themselves and their environment

safe. Monitor these systems to ensure that they are robustly maintained for the safe and efficient running of the provision and these records are reviewed regularly

- create a stimulating outdoor environment that offers a range of activities which will encourage children's interest and curiosity
- develop a system to enable the key person to really know and understands the children in their key group by promoting a two-way flow of information between parents and practitioners

## **The leadership and management of the early years provision**

The children are cared for by experienced staff who make the setting a welcoming place to be. They are safeguarded through staff members' firm understanding of child protection issues. Several risk assessments are part of a comprehensive selection of policies and procedures, which makes sure that children are safe indoors and outside. Appropriate suitability checks are undertaken and staff for whom checks have not been returned are aware they should not be left alone with the children. However, it was difficult to locate some of the children's records and details as they are not stored in the setting. For example the observation records of the children, the minibuses and car procedures. The out of school staff deliver and collect children from two schools, one school is a short drive away. There is no planned or organised systems that in place so that children can contribute to and learn about keeping themselves and their environment safe. The systems that are in place are not monitored to ensure that they are robustly maintained for the safe and efficient running of the provision or regularly reviewed.

The setting runs smoothly on a day-to-day basis as there is a common sense of purpose between the adults who work together, all staff are childcare qualified and there is a person trained in first aid present at all times. Staff set up the sessions before the children arrive. There are appropriate security systems in place and there is an accurate record of children and staff in attendance. Staff ensure the learning environment is welcoming for the children and there are a suitable range of activities appropriate to their age and stage of development.

Partnerships with parents are welcoming and general information is freely exchanged. The staff develop effective links with friendly rapport with parents and there is appropriate sharing of information, for example the good news of the arrival of a new baby in the family. However, the information about individual achievements is only one way at present, as systems do not encourage parents an effective contribution to their child's next steps in learning at kindergarten. The key person systems are not fully in place and the procedures are still evolving. Staff find out about children's starting points when families come to the kindergarten for a first visit. However, there are gaps in some achievement records and the information is not yet consistently used to plan the next steps in learning.

Self-evaluation includes all staff and assists to provide an accurate diagnosis of the strengths and areas for improvement of the early years provision. Actions taken by the owner are chosen and carefully planned, so that impact is evident in most of the areas in which it is needed. The older children also have a 'suggestion book', that they use to ask for activities such as more books and their ideas are taken into account.

## **The quality and standards of the early years provision**

Children thoroughly enjoy their time spent at the setting. They are confident learners who arrive happily and part willingly from their parents and carers. New children are given support by the staff and the children's peers to help them settle into the setting. Children are engaged and interested in exploring the areas and activities on offer, there is a variety of activities freely available for all six areas of learning. The children are engaged and enthusiastic and making good progress because most of the resources are well presented. Staff are supporting children so that they have a clear understanding of what they hope to achieve, both the children through play and staff through observation of the children at play.

Children are encouraged to think about using their bodies to move to music. Role playing was clearly seen being acted out in the home corner, the out of school children explained how they changed it into an orphanage when acting out 'Annie' or a vets. However, the actual outside activities were limited as the all weather cover has not yet been built, also the large grass area was cordoned off as the grass was water logged. Although, there are pictures of the children playing in the snow, the view from the window was not inviting for the children. The children do get plenty of opportunities to put on their own coats and boots to go outside each day and they were very keen to play on the new slide and trikes. They know the sessions routine's well and this builds self-confidence and children learn to share the resources.

Children develop their awareness of healthy eating in the provision through the nutritious snacks they enjoy. Children bring their own lunches to the provision, one day a week. Children learn about the importance of hand washing routines and the reason they need to do this. Snack time is well planned with children learning about the needs of others helping to serve cheese and bread sticks the children wait until everyone is ready and then they all begin to eat. The impact on the children is that they learn about social etiquette, they are given the opportunity to talk about their day what is happening and the foods they like. One child said 'Is you coffee hot? I like hot, hot, chocolate on these cold days'. In the out of school club, the routine is to sit at the tables and choose sliced fresh fruit and vegetables and they are asked if they want toast and there is a wide choice of topping for the children to spread themselves. The children benefit from being listened to, they develop good habits they are given yet another chance to be inquisitive and independent. The staff are good role models and the children's behaviour is managed well with rewards of praise and, in the kindergarten, stickers.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	3
How well are children safeguarded?	3

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.