

Barnaby's Day Nursery

Inspection report for early years provision

Unique reference number	EY385285
Inspection date	02/12/2009
Inspector	Helene Anne Terry

Setting address	The Barn, Mearhouse Farm, New Mill, HOLMFIRTH, HD9 7HA
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Type of setting	Childcare on non-domestic premises
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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*.

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Description of the setting

Barnaby's Day Nursery was registered in 2009. It is managed by a private owner and operates from a converted barn situated in Holmfirth, West Yorkshire. Children are cared for in three playrooms located on two floors. All children share access to a secure enclosed outdoor play area. Children attend from the local community and surrounding areas. The setting is open five days a week from 7.30am to 6pm, all year round. This provision is registered by Ofsted on the Early Years Register.

A maximum of 62 children aged zero to five years may attend the setting at any one time. All of these are in the Early Years Foundation Stage. There are currently 22 children on roll from birth to under five years; all the children attend on a part-time basis. There are four members of staff employed to work with the children, of whom all have early years qualifications, including one with qualified teacher status. The setting receives support from the local authority early years advisory team and provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting provides a stimulating environment where children's welfare is effectively supported and promoted. Thorough procedures followed consistently by staff ensure children are safeguarded effectively at all times. Children make good progress in their learning and development across all areas. A generally positive approach to inclusion ensures children's individual needs are identified and taken into account. The nursery demonstrates a strong commitment to continuous improvement through self-evaluation and effective monitoring systems.

What steps need to be taken to improve provision further?

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

- provide displays, posters, pictures and other resources that show positive attitudes to disability, and to ethnic, cultural and social diversity
- provide more opportunities for children to use information communication technology and programmable toys to support their learning.

The effectiveness of leadership and management of the early years provision

The setting has clear procedures in place to safeguard children and promote their welfare. For example, staff have a good understanding of their roles and responsibilities relating to child protection, and the designated person in the setting regularly updates her knowledge to ensure that children are safeguarded at all times. Comprehensive recruitment, vetting and induction procedures help to ensure the suitability of staff. All necessary records, policies and procedures are in

place and are maintained well. The setting is secure and very well maintained, which promotes children's health and safety. Risk assessments cover all aspects of the setting, indoors and outdoors; as a result, potential hazards are identified and minimised.

The setting promotes equality of opportunity generally well, ensuring all children and families are respected and valued in line with their individual needs and backgrounds. However, there are currently no displays or posters around the setting that represent positive images of diversity in society. This potentially affects the ability of all families to feel welcome and included. Each child's individual needs are recognised and fully supported by all staff. For example, children's learning styles and their interests are recognised. Staff also obtain information from parents about children's likes and dislikes and their individual needs to enhance continuity of care.

Good use is made of the resources within the setting. Children access a good range of toys and equipment within the age-specific playrooms. Children freely access equipment from shelves and boxes that are child height, promoting their independence skills. A key person system is operated to enable children to quickly settle and feel safe and confident. Staff respond sensitively to children's feelings, behaviour and ideas and this contributes to a calm and happy atmosphere.

Staff work extremely well with parents and carers. Parents have free access to their child's development records as well as having review meetings. Daily diary sheets go home, giving parents updates on their child, and an open-door policy ensures parents are well informed of their children's progress. Parents are encouraged to contribute their observations of their children in the development records and they are given information on how to extend learning at home. This enables them to play a full part in their child's learning. Good partnerships have been established with other providers of the Early Years Foundation Stage; for example, close links have been made with the local schools, to aid the transition for children.

The monitoring and evaluation systems within the setting are good. Management, staff, parents and children are involved in this process, through daily discussions and team meetings. Parental questionnaires have recently been sent out to obtain their views on the setting, and children take photographs and draw pictures of their favourite things. The setting has completed its self-evaluation form and has quality improvement plans in place that identify plans for the future. The managers are currently developing the outdoor play areas, including creating vegetable gardens for the children, and they have recently reviewed all their policies and procedures.

The quality and standards of the early years provision and outcomes for children

Children make good progress across all six areas of learning within the Early Years Foundation Stage. Staff take account of children's interests and plan a varied and interesting range of focused adult- and child-led activities. Staff have a very good

understanding of how children learn and develop. They use many spontaneous events to extend learning, such as observing the frost on a cold day and looking at ice that has formed in the outdoor play sandpit. Staff use good methods to engage young children in circle activities, to help build their concentration spans. For example, puppets and objects are used to enable them to focus on songs and rhymes. Staff regularly observe children to identify individual children's next steps in their learning, which they use to inform their planning.

The environments in which each age group play are appropriately arranged to address children's needs. Good-quality toys and resources are easily accessible, enabling choice and independent learning. Children learn about the wider world through outings, activities and some resources that positively represent diversity. Children are motivated within their own learning and share their interests, knowledge, experiences and understanding with one another and the staff who care for them. Staff constantly interact with the children, extending their language skills. Babies are spoken with and they use facial expressions to communicate, showing the first stages of language development. Toddlers use words and phrases to express their wants and needs. They enjoy songs and respond to interactive rhymes. Children of all ages make marks with various materials, such as pens, crayons, paint brushes and with their fingers; as a result they extend their emergent literacy skills. The more able children enjoy attempting to write their own names and are beginning to recognise sounds of letters of the alphabet.

Children are beginning to learn about information and communication technology. Toddlers delight in pressing buttons and lifting flaps to achieve an effect. However, there are limited opportunities for children to use the computer and operate equipment. Children also learn to problem solve and use numbers during their play. For example, toddlers enjoy using inset boards and shape sorters and older children talk about measure, size, number and order during play; for example, when they count the numbers on a clock, or when they bake.

Children are well-behaved because they are continually involved in exciting, meaningful activity and learn to take responsibility. Babies and the younger children respond well to adult praise and encouragement and all children enjoy good relationships with staff and one another. All children flourish because their confidence and self-esteem are continually well promoted. They are becoming independent in their environment as they help themselves to paint from the containers and collage materials from the shelves. They make choices about toys they want to play with and are learning to help to tidy activities away. The health and well-being of all children are very well promoted. Children eat very healthy meals made from locally-sourced produce. Plans are in place for children to become actively involved in growing and eating their own produce. A vegetable garden has recently been planted and children help to tend the vegetables. This learning helps children develop a good involvement in eating healthily. The setting has achieved a gold healthy eating award from the local authority. Physical exercise is encouraged at all levels, with daily outdoor play in most weathers, to ensure children experience plenty of fresh air and exercise. Children play outdoors in wet weather in wet suits and Wellington boots, so that they can experience the different elements that give rise to a variety of learning opportunities. They delight in splashing in the puddles, collecting rain water to water the plants and making

handprints in the frost.

Children learn about good hygiene practices through daily routines and activities. They wash their hands before meals to 'get rid of germs' and the older children are aware 'you must put your hand over your mouth when you cough, so as not to spread germs'. Children play in a safe environment and learn how to keep themselves safe. They take part in the regular fire drills and learn how to use equipment safely. Babies and toddlers demonstrate through their body language that they appear safe and very comfortable, as they happily snuggle up with their key person for a feed or to play. This means they are developing a good sense of security.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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