

The Barn Neighbourhood Nursery

Inspection report for early years provision

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Inspector Judith Goodchild

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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*.

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.

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Description of the setting

The Barn Neighbourhood 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 8.00am until 5.30pm 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, 23 children receive funding for nursery education. Five children under the age of eight attend an after school session. Children attend from the local and surrounding areas. The setting currently supports children with special educational needs and/or disabilities, and also supports children who speak English as an additional language. Children with physical disabilities have access to the ground floor. The nursery employs 15 staff. The majority of staff have early years and play work qualifications to National Vocational Qualification at level 3 or above. Two members of staff have a Foundation Degree in Early Childhood Care and Education and are working towards a BA in Early Childhood Studies. Support is provided by the local authority. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Barn Neighbourhood Nursery is a good, inclusive provision that successfully meets both the welfare and learning needs of children. Safeguarding arrangements are good. Behaviour and social relationships are excellent and children receive a high standard of care. The Early Years Foundation Stage curriculum is firmly embedded in daily practice. Capacity for continued improvement is good and is based on thorough self-evaluation involving all staff.

What steps need to be taken to improve provision further?

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

- make more effective use of higher qualifications gained by staff by restructuring roles and areas of responsibility so the good practice can be shared. Introduce a more regular and structured system of supervision for staff
- improve working relationships with primary schools to ensure smooth transition and continuity and progression in learning.

The effectiveness of leadership and management of the early years provision

All staff are committed to ensuring that children receive a high standard of care and are able to experience a wide range of learning opportunities. Planning of

creative and exciting learning activities enables children to make good progress towards their early learning goals. There is a strong team ethos within the nursery. Regular planning and review meetings enable staff to assess progress of individuals and plan activities that specifically address their individual learning needs. Care is taken to ensure that planning of activities takes account of variable patterns of attendance. Staff are skilled in observing children. If they are not making the expected progress in their learning and development advice is sought from specialist support agencies. The provision to meet the needs of children with special educational needs and/or disabilities is good.

The setting has successfully addressed the recommendations from the previous inspection. Links with their partner nursery in Birmingham give children an awareness of cultures and societies different from their own. Events, such as a recent staff wedding, are shared with children and comparisons made about the different dresses and traditions. Assessment systems record and track children's progress and effective systems of communication ensure relevant information about children is passed between key workers.

Links with the secondary school are good and children benefit from being able to use the hall for their Christmas performance and outdoor areas, while the relationship with the primary schools needs improving. The nursery offers work experience to students studying Child Care. Links with primary schools are satisfactory but the nursery has recognised that a more effective working partnership would enable smoother transition and continuity and progression in learning. Links with parents/carers are good. Parents are fully involved in the induction of their child into nursery. Termly meetings give parents the opportunity to discuss progress in learning. Key workers are always available to speak with parents at other times if they have any concerns.

The nursery runs smoothly on a daily basis. A high priority is given to the welfare of children and all relevant policies and procedures are in place. The arrangements for the safeguarding of children are good. Leadership has recognised, through its accurate self-evaluation, that the roles and responsibilities of staff need to be reviewed so that the provision benefits from the increased qualifications and expertise of staff. Supervision meetings with staff also need to be formalised and held on a more regular basis.

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

Through well thought out induction procedures, children settle quickly into the welcoming and secure environment. The well designed area for younger children enables them to play safely and reach resources unaided. The indoor climbing frame helps them to develop their confidence and walking and climbing skills in a safe environment. The welfare arrangements for these young children are very good and ensure their health and well-being. There is a separate 'clean' floor area for children who are crawling that keeps them safe. A good range of activities, such as play dough modelling and painting, help children to develop coordination and the ability to concentrate. Though they do not have direct access to the

outside play area, because staffing levels are good, this is not an issue.

Older children have well planned and exciting learning activities that stimulate them to learn and they make good progress towards meeting their early learning goals. By the time they leave the nursery, most have achieved age related expectations. There is a regular programme of visits to local places of interest such as the Aquarium, play parks and story time at the local library. Because of their close proximity to the sea, groups of children are taken for weekly swimming lessons and there are visits to the beach that reinforce work on how to keep safe. Children enjoy these activities and bring these experiences into their work and play. Circle time gives children the opportunity to express their feelings and share their experiences, whilst at the same time developing their communication and language skills. Activities are planned to ensure the consistent development of numeracy, literacy and ICT skills and there is a good emphasis on developing children's early writing skills. A visit to the local supermarket and using the self-service checkout builds confidence and makes a good contribution towards children's understanding of the wider world.

Independence and responsibility are encouraged. Older children provide good role models and collaborative play involves all age groups. Involvement in the community of the nursery is good. Children choose what they would like the 'home corner' to be, what they will eat for their weekly tea, prepare and cook it, and tidy up at the end of sessions. They respond well to adults and behaviour and social relationships are excellent. The happy buzz of children actively involved in their chosen tasks demonstrates they are clearly enjoying their learning. They get a sense of achievement when they do something well.

Children understand how to play safely both inside and in the outside play area. A recent visit from the Fire Service helped them understand the dangers of fire. Children understand basic hygiene and the importance of washing their hands. Healthy eating is promoted at snack time and healthy lunch boxes are encouraged. The good range of outdoor play equipment supports children's physical development and allows them to 'take risks' in a safe environment.

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

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| 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

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| 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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| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| 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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met