



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 144321**

**DfES Number: 517309**

### **INSPECTION DETAILS**

Inspection Date 19/05/2004

Inspector Name Sue Stuart

### **SETTING DETAILS**

Day Care Type Full Day Care

Setting Name The Barn Nursery Group

Setting Address Stapehill Farm  
Uddens Drive  
Wimborne  
Dorset  
BH21 7BE

### **REGISTERED PROVIDER DETAILS**

Name Mrs Luanne Burbidge

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Barn Nursery is a privately owned, established nursery which operates from dedicated playrooms within the owners home. The nursery is situated on the edge of the family farm between Ferndown and Wimborne in Dorset. Most of the children who attend live in the local area.

Currently there are 42 children aged from two to five years on roll. This includes 21 funded three-year-old and 8 funded four-year-old children. Children attend for a variety of sessions. The setting supports children with special needs and who speak English as an additional language.

The nursery opens five days a week during term time. Tuesday, Wednesday Thursday and Friday sessions operate from 09.00 to 12.00. Children may stay for lunch on Tuesday and Thursday followed by an afternoon session from 12.45 to 15.15. Fledglings, a group for younger children operates on Monday and Wednesday from 13.00 to 15.00.

The owner and four members of staff work with the children, all have early years qualifications to level NVQ level 3. The setting receives support from a teacher from the Early Years Development and Childcare Partnership. Members of staff take part in externally run professional development courses.

### How good is the Day Care?

Barn Nursery provides good quality care for children. The nursery offers an attractive and inviting child friendly environment. The nursery is well organised to allow children to choose and use the good quality equipment and toys. However the organisation of equipment restricts children's use of free floor space for play. Staff are deployed well and work in appropriately sized groups. All staff have early years qualifications and access local childcare training courses to update their skills. Documents are clear and accurate, all regulatory procedures are in place and are stored securely.

Staff promote good hygiene practices and a good level of risk awareness means the children are safe and secure. Children's individual needs are well met and staff have a sensitive approach to the welfare of all children. Staff discuss any issues of concern with parents and promote anti-discriminatory attitudes with the children they care for. Staff are aware of their responsibilities with regard to child protection issues.

Staff provide a broad range of appropriate practical activities that promote children's development, such as growing seeds and plants to learn about the environment. They ensure children are involved in interesting play and learning opportunities both inside and outside. Suitable strategies for managing behaviour are in place, children behave well and understand what is expected of them.

The nursery has good relationships with parents and provides a welcoming environment. The welcome pack contains details about the setting, although it contains limited information about the curriculum, and policies and procedures. A notice board keeps parents up to date with current topics and events. Parents have good opportunities to discuss their child's progress and achievements.

#### **What has improved since the last inspection?**

not applicable

#### **What is being done well?**

- A comprehensive operational plan ensures the smooth running of the nursery. Staff understand the regulatory procedures. Staff are committed to on going training and development.
- Staff have a good understanding of managing behaviour for the varying ages and stages of children. The nursery motto 'everyone is a friend' is appropriately implemented by staff and children.
- Effective use of the outdoor space allows children to develop and make progress in all areas of learning.
- Staff plan a wide range of interesting activities, particularly for younger children, to help them develop both their physical skills, for example moulding playdough, and their imaginative play, for instance planning a birthday party.

#### **What needs to be improved?**

- the storage of toys and equipment in playrooms to ensure space is used well for play
- the opportunities for parents to see the current curriculum plans, policies and procedures.

**Outcome of the inspection**

Good

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
4	Organise storage of toys and equipment so that children can use free floor space well.
12	Provide opportunities for parents to see the current curriculum plans, and policies and procedures.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The Barn Nursery is of good quality and children make generally good progress towards the early learning goals. Provision for their personal, social and emotional development, knowledge and understanding of the world, physical and creative development is well planned and very good progress is made in these areas.

Teaching is generally good. Staff have a clear knowledge and understanding of the early learning goals. The strengths are due to the commitment of staff, who work well with the children. Staff offer interesting topics that link through all learning programmes, such as making a giant as part of a topic on size. However, links between plans lack consistency and clear learning intentions. Staff are aware of how children learn and provide effective challenges for most children, such as outside group games. There is scope however for further development to challenge more able children in mathematics, and to develop their thinking skills. Children behave very well in response to the high expectations and positive support of staff. The nursery provides a good range of equipment and resources to support learning in all areas including those reflecting awareness of other cultures. The routine allows time for children to work individually with an adult, and to select their own activities. A comprehensive assessment system is in place.

Leadership and management are generally good. Much of the success of the nursery is due to the sound partnership between the owner and staff. They work well as a team, are keen to improve standards, and develop their own skills. An informal monitoring process for the education programme is in place, although there is room for development.

The partnership with parents and carers is very good. Parents are well informed about nursery events. They are given opportunities to be involved and share in their child's learning, and to discuss their progress and achievements.

### What is being done well?

- Children's personal, social and emotional development is very good. Staff are committed and caring, providing positive role-models for the children. They promote good behaviour and self-esteem offering constant encouragement and praise.
- Staff's clear understanding of the early learning goals and inviting topics engage children's interests and efforts. In particular a good range of practical creative activities ensure that children's pretend play is excellent.
- Enthusiastic teaching and appropriate challenges for all children ensures that children's physical development and knowledge of the environment is very good.

**What needs to be improved?**

- the links between plans to ensure they are consistent and include learning intentions to ensure more able children progress in mathematics and communication language and literacy
- the monitoring and evaluation for the nursery education process to ensure learning outcomes are appropriate.

**What has improved since the last inspection?**

At the last inspection the playgroup agreed to review the presentation of the book area, and to increase the multicultural resources available, and plan to implement more cultural events.

Very good improvement has been made to the provision since the last inspection. The book area has been reorganised to allow children to sit in comfort as they read and look at books.

The nursery have purchased a variety of ethnic dressing up clothes and domestic resources. Children have good opportunities to use the resources throughout the sessions. The nursery celebrate a range of festivals throughout the year. These improvements have made a positive impact on learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children relate well with each other and adults, sharing their experiences and ideas together, for example during show and tell time. They are interested, motivated and actively involved in their learning. Children work well on their own, they select and use equipment such as building Duplo. They demonstrate good personal independence, for example changing into boots. Children behave well. They show awareness of others, take turns and share fairly such as waiting for a turn on the balance beam.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children engage easily in conversations with each other and with adults such as talking about items in a feely bag, however there are missed chances for older children to develop their thinking skills. Children have good opportunities to link sounds to letters such as words beginning with 'n'. They choose and read books both for enjoyment and information. Children recognise their names, some are beginning to write, forming their letters correctly. They practise writing for a variety of purposes.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children learn to count and use numbers during every day activities. They recognise numerals 1 to 10 matching objects to numbers. They are beginning to calculate number and solve problems, although there are missed chances to add and subtract. They have good opportunities to compare and match objects and to find out about size and shape through practical hands-on activities, such as building a tower. They use appropriate mathematical language, for example identifying big and small objects.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have good use of the outdoor play area and farm to learn about the natural world and features in their environment. Children show curiosity, question how and why things work, for example, examining magnetic shapes. They make and use items, such as taking Mr Big the giant on a picnic. They frequently talk about past and present events in their own lives and about the lives of others, including those of other cultures. They use ICT items to support their learning, such as a sound board.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children move with confidence and demonstrate good co-ordination indoors and outdoors as they climb and balance on apparatus and use ride on toys. Children demonstrate a good sense of physical control as they respond to instructions and move safely around. They are aware of the changes that happen when they are active. They have access to wide range of equipment to develop their skills, handling a variety of tools and materials, such as scooping and sweeping flour and water painting the shed.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Children have good practical opportunities to explore texture using a variety of art materials, in both two and three dimensions for example a display of pink flamingos and fairy castles. They join in action songs, and have chances to play instruments to learn about sound. They express their ideas and imagination through a range of situations, such as pretending to be at a birthday party. They have good chances to explore through their senses, for instance feeling playdough, sand and water.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**



## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- develop the nursery education monitoring and evaluation system and curriculum plans further to ensure learning intentions challenge the more able children appropriately.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*