

# Crofters at The Barn

Inspection report for early years provision

---

**Unique reference number**

EY415515

**Inspection date**

15/02/2011

**Inspector**

Jane Nelson

**Setting address**

Gostling Road, WHITTON, Middlesex, TW2 6ER

**Telephone number**

07961049085

**Email**

[h.mansfield@richmond.gov.uk](mailto:h.mansfield@richmond.gov.uk)

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Barn is one of two out of school settings for children with special educational needs and disabilities operated by Richmond Borough Council. It opened in 2010 and operates from a recently re-developed one room property in a residential area of Whitton. Children have access to an enclosed outdoor play area. It is open each weekday from 3.30pm to 6.30pm but currently only operates on a Tuesday. It also plans to offer a Saturday club from 10.00am to 4.00pm in the future. A holiday play scheme operates, currently for one day a week, during school holidays between the hours of 10.00am and 4.00pm with the option for some children to attend an extended day between 8.00am and 6.00pm. The Barn accommodates children from several schools both inside and outside the London Borough of Richmond.

The Barn is registered on the Early Years Register and both the compulsory part and voluntary part of the Childcare Register. A maximum of nine children may attend the setting at any one time. There are currently six children on roll, four of whom are aged under eight. The Barn also supports children with English as an additional language.

There are up to 20 members of staff who may provide care at the setting at different times. The manager and team leaders hold appropriate early years qualifications to at least NVQ level 3 as do some other staff.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is satisfactory.

Children's individual needs are the focus of the planning and organisation of the setting and complement the learning experiences children receive during their school day. The high level of adult supervision and support enables all children to participate at their own pace. Although self-evaluation is used effectively to reflect on practice it is not yet effective in monitoring and ensuring that all legal requirements are being met. Positive relationships with parents are built and result in effective sharing of information. Partnerships with other settings children attend and professionals involved in their care are effective.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure written parental permission is requested, at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future. (Safeguarding and Welfare)
- 08/03/2011

- ensure adequate steps are taken to prevent intruders entering the premises. (Premises, environment & equipment)

08/03/2011

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

- develop the use of self-evaluation to monitor that all requirements are being met and the necessary documentation is easily accessible

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

The high staff ratio of one adult allocated to each child, results in children being vigilantly supervised and strongly supported in enjoying their time at the setting and participating at their own pace. Risk assessments are used effectively to identify any specific issues relating to children, and generally to monitor safety on the premises. The required records are maintained and reviewed regularly. Although children are safe, vigilantly monitored and supervised, systems to ensure the external security of the premises and make sure no one can enter without being admitted by staff are not sufficiently robust. Staff understand their responsibilities relating to child protection issues, the type of issues that would cause concern and the procedures to follow if concerns arise, or if these relate to a colleague. However, the relevant policies and procedures for staff to refer to and to inform parents and carers of the setting responsibilities are not available on the premises.

Staff are suitably experienced and/or qualified and effective recruitment and vetting procedures are used to ensure they are suitable to work with children. Staff are dedicated and thoroughly enjoy their work communicating their interest and enthusiasm to the children they support. The required records and documentation are maintained and available on the premises, with the exception of written parental permission being requested, at the time of children's admission to the setting, to the seeking of any necessary emergency medical advice or treatment in the future.

Positive relationships with parents and carers are promoted through the initial contact when a home visit is made prior to children attending the setting. Ongoing information is shared through daily verbal communication between key workers, parents and carers, and if needed, via phone calls during the session. Parents feel their children benefit from attending the setting and feel they know the staff well. Good links are made with children's individual schools and allocated social workers resulting in effective sharing of information, and staff being fully informed about children's individual preferences, routines and progress, enabling them to provide and follow familiar routines and provide favourite activities and toys.

Self-evaluation is used effectively by the staff team to reflect on each session and what has worked well or not so well for each child. Briefing sessions at the beginning and end of each session provide time for individual planning and

reflection. However self-evaluation is used less effectively to monitor and ensure all legal requirements are being met. For example it is not identified that the required policies and procedures are not available on the premises resulting in them not being readily available to parents and staff. The required written documentation is maintained and contains most of the required information, with the exception of parents' written consent being obtained in the event of emergency medical treatment being needed in the future.

There is limited space in the premises; however this is reflected in the number of children accommodated at any one time. The available space is used creatively to provide a cosy home from home atmosphere for children after their school day. The setting is resourced with a selection of suitable play equipment and materials and comfortable furniture for children to relax on.

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

Children are helped to enjoy their time at the setting through vigilant and supportive one to one support by staff. They are developing skills they will use in the future, through the range of play and social experiences the setting provides that supplement and reinforce their learning experiences at school.

Children arrive at the setting by school transport, after their school day. They are excited, pleased to see staff and immediately run around the setting to see what toys are set out. Staff offer a drink of juice on arrival which children thirstily drink. They excitedly explore the box of musical instruments that are set out on a rug on the floor, helping themselves to shakers and a tambourine that they rattle and shake, listening to the different noises they make. Space is organised with some room for children to play on the floor, sit comfortably on the settee and a chair or use small chairs at a child height table.

Children are encouraged by constant adult interaction and repetition of activities such as counting 1,2,3 on their fingers, and clapping their hands. Verbal and simple signing communication is used and children respond by watching staff and mirroring some signing. Children spend time and concentrate while exploring a sensory vibrating tube. They hold it round their torso and are helped by adults to move the tube around their body. Children explore it with their fingers, then independently repeat moving the tube around their body, lifting their arms up and through the tube. Children vocalise showing excitement and indicating when they do not want to do something. Staff's knowledge of individual children enables them to predict what children are likely to enjoy and repeat familiar activities such as exploring the musical instruments and pressing keys on a piano keyboard. Children are encouraged to explore books and invited to come and sit comfortably on an easy chair to look at a book, but their attention is soon drawn back to the piano keyboard which they place on their lap, press the keys and respond to the noises the keyboard makes. Children see the wider world and diversity reflected in the range of resources they use at the setting, and hear their friends and staff having discussions that focus on different countries.

Children are learning about good hygiene through practices that are becoming familiar and that interest them. They like being in the bathroom, so need adult supervision to make sure they are safe and wash their hands properly before snack. Children sit at the table in a group for their snack and are excited as they are helped to spread tomato paste on a muffin, they taste the cheese as this is added. They are learning they need to wait until this is cooked in the microwave, then wait a little longer to make sure it is not too hot. Children then eat their muffin pizzas hungrily and enjoy another drink. Children are beginning to learn about their own safety and that they need to be aware of others, through reminders to be careful as they move around and not to throw toys.

## 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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b> | 3 |
| The capacity of the provision to maintain continuous improvement                                     | 3 |

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

|                                                                                                      |   |
|------------------------------------------------------------------------------------------------------|---|
| <b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>            | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 3 |
| The effectiveness with which the setting deploys resources                                           | 3 |
| The effectiveness with which the setting promotes equality and diversity                             | 3 |
| The effectiveness of safeguarding                                                                    | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships                                                                    | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 3 |

### The quality of the provision in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 3 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 3 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 3 |
| The extent to which children adopt healthy lifestyles            | 3 |
| The extent to which children make a positive contribution        | 3 |
| The extent to which children develop skills for the future       | 3 |

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- ensure that copies of the written statements of safeguarding and complaints procedures are made available to parents (Childcare register; Providing information to parents) 08/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the action above relating to the childcare register 08/03/2011