

# The Barn Nursery

Inspection report for early years provision

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**Inspection date** 22/03/2011  
**Inspector** Deborah Page

**Setting address** Stapehill Farm, Uddens Drive, Wimborne, Dorset, BH21  
7BE

**Telephone number** 01202 872143

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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

The Barn Nursery was established over 30 years ago and is privately owned. It operates from dedicated playrooms within the owner's home which is situated on the family farm between Ferndown and Wimborne in Dorset. There is an enclosed area for outside play. Most of the children who attend live in the local area. The nursery is registered on the Early Years Register. The setting can provide care for a maximum of 20 children at any one time. There are currently 41 children on roll from two years to four years. The setting receives funding for the provision of free early education for children three and four years old. The nursery usually opens four days a week during term time. Tuesday, Wednesday, Thursday and Friday sessions operate from 9.00am to 12.10pm. Children may stay for lunch on Tuesday and Thursday followed by an afternoon session from 12.30pm to 3.15pm. Fledglings, a group for younger children, operates on Wednesday from 1.00pm to 3.00pm, and on Monday afternoons according to demand. The owner and four members of staff work with the children, of whom four hold an appropriate early years qualification. One member of staff is currently studying for Early Years Professional Status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children confidently come into the setting which is a very welcoming child-orientated environment decorated with posters, photographs of the children and their own creative work. Staff have a clear understanding of children's individual needs through working closely with parents and ensuring all children are included and valued. Children benefit from good-quality interaction from staff and enjoy a wide range of interesting and stimulating play opportunities which helps them to progress well in their learning and development. Children's health and welfare is generally well supported although some policies and procedures do not include all relevant information. The whole of the staff team regularly reflect on their practice and are keen to develop their skills, therefore improving outcomes for children.

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

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

- develop policies to include the relevant information required with particular reference to safeguarding, complaints and health.
- improve children's understanding of using equipment safely through a consistent approach with particular regard to scissors.

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

Children are well safeguarded as staff demonstrate a clear knowledge and understanding of how to protect children. The safeguarding policy generally supports staff with regards to most aspects of safeguarding and staff know what to do if they are concerned about a child. Detailed risk assessments are carried out on the premises ensuring children are protected from potential hazards. However, on occasions the gate specifically to the outdoor play area is not secure. Outings are risk assessed and good safety precautions are in place to ensure children are safe including wearing high visible jackets. In general policies and procedures are regularly reviewed to make sure staff are aware of their roles and responsibilities and, parents and carers are well informed. Good recruitment and vetting procedures ensure staff are suitable to care for children.

The well-established team of staff are committed to ongoing continuous improvement. They regularly assess activities and welcome comments from parents verbally or in the comments book as well as questionnaires. The staff work well as a team, regularly sharing information about the needs and routines of children.

Children have access to a broad range of resources and equipment which are organised well to ensure children are able to make independent choices in their play. Staff help children develop a positive attitude towards others and valuing differences because they play with resources reflecting diversity. During role play children talk about boys and girls being doctors supporting their understanding of non stereo-typing. Children have regular access to the outdoor area enabling them to get plenty of fresh air and exercise. Environmental walks take place in the grounds of the farm all year round as children learn about the changing seasons visiting different animals.

Good partnerships are established with parents and carers, and information obtained from them is used by staff to get to know about the children and plan future activities. Excellent attention is given to settling children in and supporting them well at times of transition ensuring that children are confident and secure. Information about children's progress is successfully shared including opportunities for parents to take their individual child's learning journey home. There are regular meetings with staff and key workers to discuss transition and how children are progressing at nursery and at home. Newsletters keep parents informed about nursery events and learning activities. Parents comment they are happy with the care and learning of children and receive regular information about how children are progressing. The setting has developed good partnerships with local schools to support children as they transfer.

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

Children are very happy and settled and are eager to begin playing and learning as they arrive. Children sit together for registration also having the opportunity to share their news including talking about badges and trophies they have achieved for sporting activities. Children are well supported by staff in activities. They thoroughly enjoy the well resourced role play area. Children's language is developing well as they are introduced to words such as stethoscope and prescription. There are lots of opportunities to make their own marks as they design labels for themselves and write prescriptions. Some children are developing their communication skills as they talk to staff about a visit to their own doctor. After listening to a story about Doctor Daisy children enjoy decorating their surgery with pictures they have seen in the book. Other children enjoy dressing up and cleaning the surgery, they giggle as one child attempts to mop the face of the other.

Some children make several stickers to award staff for 'good tidying up' and enjoy counting them. A small group of boys are engrossed as they construct with the bricks. They are good at sharing, demonstrating consideration to others as they apologise when taking bricks from each other. Children are very proud of their achievements telling others what they have built including dinosaur land. Staff praise them and offer children the opportunity to take a photograph before the models are displayed for others to see. Some younger children enjoy playing on the bus and are well supported by staff as they talk about a broken seat on the bus and how it is going to be mended. Children look for the tools which are easily accessible to support their learning. Children enjoy celebrating festivals such as Chinese new year and parents are invited to share their interests and skills such as talking about holidays in India. Children enjoy topics such as 'growing up' and parents visit with their young baby and talk to the children.

Staff demonstrate a secure knowledge of the learning and development requirements enabling them to ensure that children are making good progress in all areas of learning. Children relate well with each other and adults and there are very effective reward systems in place to support children in sharing and thinking of others. Most of the time children receive a warning when activities are going to change so they have time to finish what they are doing. Children are keen to help tidy up and carry out small tasks including helping staff carry cups to the kitchen.

Children learn about healthy lifestyles and generally their independence is supported well such as washing hands in preparation for their snack with antibacterial soap and paper towels. At snack time there is a good choice of fruit as well as rice cakes and bread sticks. Drinks are accessible at all times, although at times children are not enabled to help prepare their fruit or help pour their own drinks. Healthy lunches are provided by parents and this is appreciated in newsletters. Children have good opportunities to play in the fresh air and to increase their physical skills in the outdoor area. They use a variety of physical equipment including trowels as they weed the garden. They enjoy actively joining in action songs and musical movement as staff play the piano. There are good

opportunities to learn about safety and how to keep themselves safe including discussions about how to safely use chairs. However, occasionally this is not consistent as children are not reminded how to safely carry scissors. Consequently, children's awareness is not promoted. At times children do not receive an explanation to support their learning. Children participate in regular fire drills to ensure that they are familiar with how to leave the premises safely.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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