

# Barnkids Ltd

Inspection report for early years provision

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**Unique reference number** EY282743  
**Inspection date** 29/06/2011  
**Inspector** Debbie Newbury

**Setting address** The Barn, Penang Farm, Combe Lane, Chiddingfold,  
Godalming, Surrey, GU8 4XL  
**Telephone number** 01428 685633  
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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**

Barnkids originally opened in 1996 and re-registered in 2004. It is a Private Limited Company offering nursery schooling with additional wraparound care including day-care, after-school club and holiday club. It operates from premises on a small working farm on the outskirts of Chiddingfold in Surrey. Children are accommodated in a converted barn and purpose-built hall and have access to several enclosed outside play areas. Use is also made of the woodland surrounding the site. Opening hours are from 8.00am to 6.00pm, Monday to Friday for 46 weeks of the year. The nursery school operates from 9.00am to 3.00pm and the after-school club from 3.00pm to 6.00pm. Children are collected from four local schools. Holiday care is provided during some school holiday periods from 8.15am to 6.00pm. The setting serves families from Chiddingfold and surrounding areas and children may attend for a variety of sessions. Barnkids is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for a maximum of 48 children under 8 years at any one time, of which not more than 15 may be under two. It accepts children from 18 months to 10 years of age. There are currently 136 children aged from 18 months to 10 years on roll, of which 96 are in the early years age group. The setting is in receipt of funding for the provision of free early education to children aged three and four years of age. It supports children with special educational needs and/or disabilities, and children who learn English as an additional language. The owner of the setting is a qualified early years practitioner and works full-time. There are a further 15 members of staff, of whom two hold level 4 qualifications, six are qualified to level 3 and four are nearing completion of appropriate qualifications to level 2 or 3. The setting receives support from the Surrey Early Years Team and has recently completed their Quality Assurance scheme.

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

Overall the quality of the provision is good.

Children attending Barnkids are well cared for and presented with a good range of experiences overall. These support their early education in a predominantly stimulating and enabling environment. All children are valued as individuals. Key strengths lie in the promotion of healthy lifestyles, helping children to stay safe and supporting their ability to make a positive contribution. Capacity for sustained improvement is excellent. There are effective partnerships with parents and other parties working with children. However, the setting omitted to notify Ofsted of a significant event in accordance with specific welfare requirements.

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

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

- reappraise existing procedures to ensure the ongoing suitability of practitioners working in the setting
- create a stimulating environment that offers a range of activities which will encourage children's interest and curiosity, both indoors and outdoors, with particular reference to the younger children (chicken run).

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

Practitioners display secure understanding of their role and responsibility in respect of child protection issues. Safeguarding training is cascaded back into the setting, ensuring everyone has up-to-date knowledge. Management instigates robust procedures in respect of recruitment and vetting although arrangements for ensuring the ongoing suitability of practitioners are not as well developed. This potentially undermines other systems that are in place to promote safety. Clearly written policies and procedures underpin practice and required records are maintained. However, a sampling of documentation and discussion with the registered provider identified the fact that the setting did not notify Ofsted of a significant event. It is a legal requirement to do this. On this occasion Ofsted does not intend to take further action.

Barnkids benefits from strong leadership and management. This progressive setting displays a keen desire to build further upon existing practice and take this forward in a new way. The introduction of a 'forest school' is an exciting venture that is beginning to bring a new dimension to the experiences offered, in particular those for older children. Self-evaluation and reflective practice takes account of the views of management, practitioners, other professionals, parents and older children. This has led to the development of detailed action plans with clear targets for continued improvement. The setting is actively seeking ways of enabling younger children to input their views into this process also.

Minimum qualification requirements are exceeded and the value of continuous professional development for all is fully recognised and embraced. Older children who are accommodated in 'The Barn' benefit from a vibrant, stimulating and enabling environment, indoors and outside. Resources and activities are exciting and have regard for all areas of learning. These are easily accessible which encourages children to make their own decisions about what they do and arouses and maintains their interest and curiosity. However, the 'Chicken Run', where younger children play, is not so well presented and lacks attention to detail in respect of the provision of resources. This inhibits scope for self-initiated exploration and does not maximise learning opportunities.

Children are acknowledged as individuals and are supported in learning about similarities and differences through exploration of relevant resources and finding out about different festivals and celebrations. The setting implements effective measures to support children with additional needs and ensure they can make as much progress as possible. Barnkids fully recognises the importance of valuing children's home languages. It gathers key phrases from parents, makes use of

labelling and provides dual language books. Practitioners praise children in their home language and greet parents in a similar vein. This small but significant touch helps children and parents feel welcomed and included.

Parents are very appreciative about Barnkids. They feel their children are safe and happy and that they are well informed and consulted about their learning. For instance, they are encouraged to take their child's learning journey home and to contribute their thoughts to this. Parents attend different organised events, such as a walk to the 'summer camp' to learn about the 'forest school' and experience at first hand where their children go and what they do. Practitioners establish effective partnerships with other professionals and childcare settings that children attend. This benefits children as there is a shared approach to promoting their care, learning and any extended support.

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

Barnkids promotes the idea of a healthy lifestyle in a highly impressive manner. Very effective measures are implemented to minimise the risk of infection and promote good hygiene routines. Healthy eating is promoted in respect of the food the setting provides for children and in its request for parents to abide by its healthy eating policy. There are excellent opportunities for fresh air and exercise in the interesting outdoor play spaces and woodland areas around the farm. The introduction of the 'forest school' has brought additional benefits to older children. They relish in their outdoor adventures which provide outstanding opportunities to promote good health in an interesting way and learn about safety in meaningful and innovative contexts. Children build up their stamina as they walk to the 'summer camp' and they display a very secure understanding of potential hazards and how to manage these. For instance, children chat about the need to be careful near the 'stingers' (stinging nettles). They are excited about the camp fire they are going to make and understand fully that fire can be dangerous. On arrival at the camp-site, practitioners reinforce expectations for behaviour and test children's understanding through stringent questioning. Younger children learn how to keep themselves safe as practitioners intervene promptly to guide them away from unsafe actions and offer explanations matched to their level of understanding.

Each child is supported by a key person who is responsible for monitoring their achievements and progress towards the early learning goals. Effective use of observational assessment enables practitioners to help children make good progress and gain important skills for future learning.

Water play is very popular with younger children and some make the discovery that placing their wet hands onto a blackboard results in a handprint. The sensitive involvement of a practitioner builds on this interest by encouraging them to consider whether pressing a dry hand onto the board will result in a similar outcome. Thus, they begin to understand the concept of wet and dry, which builds on their developing knowledge and understanding of the world in a simple but effective way. However, the overall presentation of the learning environment for

younger children in respect of the provision of a broad range of resources that they can easily and independently access does not enable them to develop their ideas.

The exciting learning environment for older nursery children enables them to initiate play and freely develop their ideas. For instance, some children announce they are going to the beach. They are helped to fill containers with water from the hose pipe and pour this into a large tub in which they then paddle. Other children use blocks and planks of wood to create their own boats. The 'forest school' also offers new dimensions to learning. Knowledge of the natural world grows as children explore seed pods and are shown how they can throw these up in the air like 'helicopters.' Building the camp fire enables children to learn about sorting and matching and sequencing and positioning in an unusual but meaningful and effective way.

Children who attend Barnkids after school are relaxed and happy. They enjoy the freedom of choosing what they do, whether engaging in active play or sitting and exploring the different art and craft materials, which are more suited to older children. Children indicate that they enjoy coming to the club.

Strong relationships are evident between children and practitioners whilst older nursery children seek out their friends to join them in play. Staff notice when children show respect towards others and make a point of praising them for this. Younger children, who are learning to take turns, are extremely well supported in gentle but highly effective ways which set the foundation for expectations for behaviour for the future. Children have high levels of self-esteem and confidence and are helped to feel special. This is because staff offer lots of meaningful praise and encouragement.

## 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	1

### 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	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
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	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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