

Barbar Nursery Limited

Inspection report for early years provision

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EY430748

Inspection date

01/12/2011

Inspector

Hilary Tierney

Setting address

Rosary RC Primary School, Beeches Green, STROUD,
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Type of setting

Childcare - Non-Domestic

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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

Bar Bar Nursery is one of three privately owned provisions of the Bar Bar Nursery Group. It opened in 2005 and re-registered as a limited company in 2011. The nursery is situated in the grounds of The Rosary School, in the Beeches Green area of Stroud, near Gloucester. Children have access to a play room and an enclosed garden area which has a covered area for outside play. The nursery is open during term times only. It is open from 8am to 6pm, with the Breakfast Club operating from 8am to 9am, the pre-school operating from 9am to 3pm and the after school club operating from 3pm to 6pm. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 52 children from two to eight years of age. There are currently 50 children on roll. Children attend from the local and surrounding areas. The nursery supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery has four members of staff who work directly with the children. All hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are extremely happy, confident and comfortable in their surroundings. Staff are calm, caring and have built good relationships with the children. Children are extremely well behaved and understand the rules of the setting. There are good links with parents with regular information shared with them. Although links with other professionals are good, relevant information is not always shared at regular intervals. Staff have carried out an effective self-evaluation and this details what they have put into practise since the last inspection and demonstrates their commitment to drive improvement for the future.

What steps need to be taken to improve provision further?

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

- further develop the work with professionals from other agencies, such as local and community health services, and use their knowledge and advice to help identify the best learning opportunities and environments and meet individual needs of all the children.

The effectiveness of leadership and management of the early years provision

Staff have a comprehensive awareness of safeguarding issues. They are fully aware of the procedures to follow and the documents to keep if they have any concerns about children in their care. Detailed accident, medication records and any injuries that may occur to children away from the setting are clearly recorded. All necessary written parental permissions are in place. Robust risk assessments are completed and there is an excellent routine in place to ensure that any outings taken away from the premises are done safely. Children display an excellent awareness of safety issues, and they recognise and understand how to keep themselves safe. For example, children taken on walks are clear about how they behave and hold hands with staff. They all understand they must wear high visibility jackets and why. Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff.

Resources are good, fit for purpose and able to support children's learning and development. The easily accessible resources are used well to help children achieve well in their learning and development. Children's progress and outcomes can be clearly attributable to the good use of resources. Staff create a warm, calm, caring environment that is conducive to learning. Staff have an excellent understanding about equality of opportunity. They effectively and actively promote equality and diversity. Staff have an exceptional knowledge of each child's backgrounds and needs. They regularly update their skills and knowledge and effectively help children to learn about and understand the society in which they live. Children who have English as an additional language are effectively helped in their understanding of the nursery routines and what is coming next through clear picture time lines, key words in their home language are obtained from parents to ensure staff understand the children's needs and requests.

There is a good partnership with parent's. Detailed information is shared regularly with them both at the beginning and end of the sessions. Parent's have access to their children's learning journals which helps keep them aware of their children's development. Parents know who their child's key worker is and who they can speak to if they have any concerns. Policies and procedures are accessible to them. Parents are able to put forward suggestions and ideas for activities regularly. Regular questionnaires are completed by parents and comments on these indicate that parents are extremely happy with the care provided and the approachable staff. Parents spoken too indicate how happy they are with the care provided. Good partnerships with the school are in place and regular information is shared between them. Staff are working hard to develop good partnerships with other professionals, but at times information is not being shared with regularity.

The staff are motivated, obviously enjoy being with the children and are good role models. They lead by example and work well together to provide a caring environment where children are happy to stay. Staff have completed an effective self-evaluation and as a result, they routinely make good use of a range of rigorous monitoring activities relating to provision and outcomes. Staff have

ambition and drive to provide good quality childcare.

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

Children are extremely happy, confident and have a sense of belonging in the setting. They are well behaved and understand the rules, for example, one child runs inside and is asked by a member of staff where should we only run and the child replies outside, so we don't bump. The high quality adult interaction and exemplary organisation of routines help the children to gain an exceptionally strong sense of security. Children are extremely confident and competent in communicating their thoughts and show a mature response to taking responsibility about their own and others' safety. Children have excellent relationships at every level with adults and each other. They display extremely high levels of confidence and self-esteem. They work exceptionally well independently and with each other showing excellent negotiation and co-operation skills. For example, when putting up the Christmas tree decorations they understand they need to take turns and respect where their friends want to place their decoration. They proudly show the staff what they have done and parents when they arrive. All children are valued and engage in a wide range of activities and experiences, which help them to value diversity.

Children are progressing well in their communicating, literacy and skills that relate to information and communication technology. For example, staff constantly ask open ended questions during activities to help children think and problem solve. For example, when the Christmas tree has been put up, staff get out the camera on request from the children and they start taking photographs of themselves, the staff and tree. Children thoroughly enjoy taking the photographs and then looking at them on the digital camera. Children play well independently becoming active, curious and inquisitive learners. They develop a good understanding of the wider world and most children are very well equipped with the skills they need in order to secure future learning.

All children show good awareness about maintaining a healthy lifestyle. They demonstrate they understand about good personal hygiene routines. When asked why they need to wash their hands they state because of germs we can't see and they get into our tummies and can make us ill. Children understand the importance of healthy eating. They really enjoy snack and meal times and take part in setting the table and placemats ready for the meals. They sit well as they eat and talk with the staff about what they are eating, and what it tastes and smells like. Children confidently pour their own drinks and can regularly access drinking water from the easily accessible drinks dispenser. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Children enjoy being able to continue their play outdoors in the covered play area. They enjoy painting on large pieces of paper, playing in the sand pit and they are also able to access the school field, forest school and an enclosed area where they can

use large physical play equipment.

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

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
The effectiveness of safeguarding	1
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

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

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	1
The extent to which children adopt healthy lifestyles	2
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