

Bar Bar Nursery Limited

Inspection report for early years provision

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Inspector Jenny Read

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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 at Stratford Park, Stroud opened in 2008 and re-registered in 2011 on becoming a limited company. The privately run nursery is one of two settings owned by the providers. The nursery is situated within the grounds of Stratford Park, adjacent to the leisure centre. The self-contained premises are split over two levels. Younger children are cared for on the first floor, which is accessed using an outdoor staircase. The nursery has its own small, outdoor play space at ground level with grass and hard standing surfaces and a first floor terraced area that children can use. The two owners employ a team of 13 staff, including a manager to work directly with the children. Of these, six hold recognised level 3 qualifications in childcare and six hold level 2 qualifications. The manager and one of the owners have attained Early Years Professional Status. The other owner holds a recognised level 3 childcare qualification.

The nursery is open from 8am until 6pm all year round, apart from bank holidays. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register for a maximum of 49 children aged under eight years. There are currently 60 children on roll aged from three months to four years. The nursery receives funding for the provision of free early education for children aged two, three and four. There are currently 10 children on roll in the later years age group attending after school and during school holiday periods. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress because overall, good quality activity planning and continuous learning is available for most children. Heuristic, recyclable and real resources and materials feature strongly to promote sustainability and complement children's learning experiences. Good partnerships with parents and other providers and agencies supporting children safeguard them effectively and promote continuity and progression. Most parents are kept well informed about their children's achievements to enable them to be involved in their children's learning. Inclusive self-evaluation methods to monitor the quality of the provision and identify key weaknesses are effective to secure future improvements and enhance outcomes for children.

What steps need to be taken to improve provision further?

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

- review methods of sharing children's progress information to enable all parents to be well informed and able to contribute to their child's learning and development record
- improve continuous learning for younger children and extend planning systems in the pre-school room to further develop children's experiences across the six areas of learning outside.

The effectiveness of leadership and management of the early years provision

Staff promote children's care and learning needs well because they have the skills and expertise to provide good quality care for children. Robust procedures for recruitment, vetting and induction and good access to training support this. Staff demonstrate secure knowledge of the well-written policies and procedures and implement them securely to promote children's health, safety and welfare successfully. Safeguarding arrangements are robust, regularly reviewed in team meetings and fully understood by all staff. They are confident in identifying any child at risk of harm, liaising effectively with the appropriate child agencies. The premises are secure and conducive to learning. Play areas are colourful and bright and overall, well-presented resources readily encourage children's independent play and learning. All children enjoy free-flow indoor and outdoor play all year round. Good use of an abundant range of natural and heuristic media and materials ensure resources are fully sustainable. Displays show a good balance of children's own work, their comments to value their achievements and show links to some aspects of learning.

The enthusiastic and welcoming staff team receive good support from the manager and owners. They value their opinion and communicate high expectations about securing improvement. Staff contribute to the self-evaluation system and continually review practice during regular team meetings to clearly identify strengths and most key areas for development. This stimulates staff's enthusiasm and enables them to channel their efforts to good effect to secure further improvements. The nursery seeks the views of parents and carers through questionnaires and informal discussions and uses their responses to help inform important decisions about the nursery. Occasional planned discussions with children about what their favourite things are at nursery enable them to give their views and be involved in the self-evaluation process. Children learn about their own and other cultures and the wider world successfully. They readily participate in 'Around the world' topics and various festivals that value their own and other cultural backgrounds. They try Chinese noodles and rice, join in dragon dancing and learn that red symbolises good luck in China. Staff respond very well to parent's requests to support their children's learning in other languages. For example, they creatively devise little laminated books with pictures that depict the parent's choices of key words in French.

Highly positive relationships with most groups of parents encourage their involvement in fund raising events, support staff in learning key words in children's home languages and enable children's needs to be met. Parents receive good information about the setting through the parent pack and most parents regularly

access their children's learning journal and assessment folder. Some parents receive accurate, up-to-date information about their children's ongoing progress and learning by attending occasional parents' evenings. Staff are proactive in establishing links with other settings children attend to support a more consistent approach to their learning and development. They regularly share children's individual communication books. These include useful information about the topics and children's interests, individual planning and achievements.

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

Children maintain a healthy lifestyle through good independence and knowledge of health and hygiene routines and practices. They access the soap dispenser and use paper towels to dry their hands, minimising any cross infection. Nappy changing routines are thorough and staff model good practices, wearing gloves when wiping children's noses and using anti-bacterial spray afterwards to help remove any germs. A good balance of healthy, home-cooked food in good quantities supports the children in making healthy choices. Healthy eating topics and using real food in activities and role play situations, encourages children to talk about different food groups, successfully enhancing their understanding. The younger children show that they feel happy, safe and secure as they snuggle in contently with their key person for their bottle feed. Children are happy to explore in a safe, secure environment and use of high visibility jackets on outings enables staff to monitor the children closely. Children are beginning to take risks and develop confidence, such as climbing onto the rocker independently. They use tools and equipment, such as scissors safely, with knowledge that their key person or familiar staff member are on hand to support them. Eight-weekly practices of the escape plan and creating their own photographic fire drill routine for display successfully reinforces children's awareness of appropriate action to take in an emergency.

Children are happy and settled because staff know their individual needs well. Children interact positively with the pictorial daily routine to know what comes next and regularly use the interactive display board. This enables them to display their work and show pride in their own and others achievements. Displays of the rules the children help to devise, enables them to take initiative in learning to manage their own behaviour. Introducing new strategies and incentives, such as wow vouchers and a 'posh table' that children can work towards going to sit on at lunchtime, has significantly reduced the incidents of inappropriate behaviour. As a result, children collaborate and cooperate with their friends, eagerly help to tidy away the toys and engage in purposeful play and learning. Most children make choices and decisions about their play with set times in the day when free-flowing indoor and outdoor play is available. The younger children have fun exploring the outdoor sand pit, using sticks, pots and other natural materials to transport the sand. They enjoy early mark making on the outdoor chalkboard, making circles and lines with chunky chinks. Planning for continuous provision is effective for pre-school children and is in its early stages for children under two. This skilfully enhances pre-school children's choices and independent play. Additionally, this means younger children sometimes have free access to sand and water play, and

activities such as playdough and gloop when they wish, alongside the one planned activity.

Pre-school children are active, independent learners and are becoming more autonomous in their learning as staff positively encourage them to initiate and lead their own play. All staff identify their key children's interests and some next steps across most areas of learning through focused tracking and on-going observations. They use these well to inform each child's individual planning. Weekly planning meetings enable staff to discuss their key children's interests and needs and supports staff in taking turns to complete the room planning. Planning includes a stimulating range of activities indoors, with some reflected outside across some areas of learning. Children successfully learn about caring for their environment and sustainability. The pre-school children spend long periods designing intricate patterns with natural stones, pinecones and black-eyed peas, using their imagination to create scenes for their favourite movie characters. Younger children squeal and shake their legs in excitement as they explore numerous treasure basket items, such as sensory bottles and a variety of metal and wooden items, using all their senses. Children act out their favourite stories using real props, successfully bringing the story to life and promoting their language. They develop this further, learning how to greet each other in different languages at circle time, choosing the language of the day. Staff are innovative and highly creative in their activity ideas. For example, children choose which fruit jelly powder they wish to use to decorate their Mother's Day cards, and play problem solving games where they excitedly work out which piece of fresh fruit has been removed from the game.

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	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

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	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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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