

Badgers Barn Pre-School

Inspection report for early years provision

Unique reference number 304967
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Inspector Jane Shaw

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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

Badgers Barn Pre School is privately owned and opened in 2000. It operates from a converted two-storey barn and separate baby unit situated in the grounds of the owners' home in Helsby, Cheshire. A maximum of 44 children aged from five months to under eight years may attend the setting at any one time. The setting is open five days a week from 8am to 6pm for 51 weeks of the year excluding Bank Holidays. Children share access to secure outdoor play areas.

There are currently 59 children on roll. The nursery is able to offer places to children who are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 18 members of staff, including the manager, who work directly with the children, of these, 17 hold appropriate early years qualifications. Two staff hold Early Years Professional Status, one has a level 4 qualification, five have level 2 qualifications in early years, and nine hold level three qualifications in early years. Five staff are currently undertaking level 3 training in early years, and two staff are currently undertaking an early years Foundation Degree.

The setting receives support from the local authority and is a member of the Pre-school Learning Alliance. They are also members of Cheshire West and Chester Early Years Professional Forum, Early Years Reference Group, Schools Forum and Parent and Carer Forum. The setting achieved Investors in People in 2010.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Badgers Barn Pre-school creates a very welcoming and fully inclusive environment for children. Staff have a clear knowledge and understanding of each child's needs and requirements, and respect and promote their individuality and uniqueness. Staff's excellent understanding of the Early Years Foundation Stage learning and developmental requirements contributes to the children making excellent progress across the areas of learning. In the main there are excellent relationships between staff, parents and carers, and other professionals. Policies and procedures are implemented effectively to safeguard and promote children's safety and welfare. Systems for self-evaluation are thorough and demonstrate the setting's strong capacity for improvement.

What steps need to be taken to improve provision further?

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

- develop further the two-way flow of information between all other early years providers which children attend to ensure continuity of care and learning,

- including children who join from other settings
- ensure children's access to resources and activities that promote positive images are consistently offered across the nursery.

The effectiveness of leadership and management of the early years provision

Robust staff recruitment and selection procedures are in place. Systems to ensure staff confirm their ongoing suitability ensure children are well protected. Staff have a clear knowledge and understanding of safeguarding policies and procedures, and as a result children's welfare is effectively promoted. Required records, policies and procedures are well maintained and ensure the efficient management of the setting. Highly effective routines, policies, procedures and staff vigilance ensure children are safe at all times. Thorough risk assessments are carried out on a regular basis, and daily checks of all areas used by children on a daily basis ensure their safety. Regular fire evacuations ensure staff and children's prompt responses in the event of this occurring.

Staff are highly effectively deployed across the nursery, ratios are high and therefore children are extremely well supported. The manager acts in a supernumerary capacity, which ensures both staff and children, are well supported. High quality resources and space both indoors and outside support children's achievement and enjoyment, care and well-being effectively. Children are able to self-select resources from low level storage; as a result, they are becoming independent and active learners. Younger children are able to flow freely between indoor and outdoor play space. An excellent and well planned and resourced woodland outdoor play space for older children gives them a wide variety of opportunities and experiences, and the ability to take risks in a completely safe and supported way.

Excellent partnerships with parents and carers support children's placements very well. They have access to a wide range of information on the nursery and are invited to attend parents' evening and open days. A 'boomerang book', is used to share information between staff and parents' and carers. They receive regular feedback on their child's day via discussion and have access to developmental records. Regular questionnaires seek their views on the setting. Parents and carers spoken to speak highly about what the nursery has to offer their children. They are encouraged to share their own observations of their child's learning and development; and staff use this information to plan activities. Staff have generally built effective links with other early years settings, professionals and agencies, and in particular transition arrangements for children moving onto school are well planned. However, information from other settings regarding children's development and progress is not consistently gathered when children move between early years settings. Therefore continuity of care is not maximised.

The owner/manager is forward thinking and proactive, keeping up to date with new initiatives and research. All staff contribute to the culture of reflective practice, undertaking regular evaluation of their rooms, performance and outcomes for children. The deputy has taken on responsibility for self-evaluation and collates

information from staff as well as parent questionnaires and formulates action plans. Staff confirm that they feel extremely well supported by the owner/manager and senior staff. Regular staff meetings, appraisals, access to training and development, the addressing of recommendations from the last inspection and self-evaluation demonstrate clearly the setting's capacity for continuous improvement.

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

Children are extremely happy, settled and content, arriving eager and ready to participate. Staff have an excellent understanding of the Early Years Foundation Stage learning and development requirements and how children learn, and as a result children make excellent progress. A highly effective key person system is in place. Staff show confidence in the planning of activities and recording development, keeping detailed developmental records. Planning is responsive and individual in order to meet children's needs and interests. It offers children a balanced programme of opportunities throughout the day. Transition between rooms is well planned, and includes parents and carers at all stages.

Children are encouraged to be independent as they self select resources and make choices and decisions about their play, as a result are becoming active learners. Children are confident and independent. Warm relationships between staff and children are formed and children's behaviour is exemplary. Babies show excitement as they play in oats, jelly and as they explore the different resources at the investigation table. Older children are excited as they find insects in the outdoor playspace.

Children are developing excellent communication skills as staff engage with them. Babies and younger children have lots of eye contact with staff, who respond to their gurgles and early attempts to form words. All children enjoy story time; older children listen intently to stories in the outdoor playspace, wearing their 'listening ears' and enjoying well read stories. All children have many opportunities and resources for mark making, for example, babies make marks in custard powder, toddlers use chalks in outdoor play and older children access writing materials in their woodland space.

Children develop an understanding of numbers and mathematical language through planned and spontaneous opportunities. A wide variety of resources for both indoor and outdoor play supports this area of learning. Children have access to a computers and programmable resources and this supports their development of skills for the future extremely well. Younger children learn that pushing buttons creates further actions. Resources and activities, such as posters, play figures, dressing up clothes, themes and celebrations promote awareness of the wider world, but these are not fully accessible in all rooms. Sensory play is particularly well catered for across the nursery, for example, babies have a 'black and white' resource area and sensory room, and other children enjoy access to a variety of different textures. Older children enjoy relaxation activities after lunch.

Daily access to outdoor play successfully encourages children's physical health and overall learning and development. An excellent outdoor woodland space encourages older children to develop a variety of skills, for example, using a rope to negotiate a slope, climbing onto the pirate ship. The space also allows children to spend time outdoors in the fresh air to promote their healthy lifestyles.

Children are developing an understanding about healthy lifestyles through a healthy diet, with meals cooked with fresh ingredients daily, hygiene procedures and outdoor play. All children have access to drinks at all times developing an understanding of their own needs.

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	1
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	1

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	1
The extent to which children achieve and enjoy their learning	1
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	2
The extent to which children develop skills for the future	1

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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