

The Old Barn Day Nursery

Inspection report for early years provision

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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

The Old Barn Day Nursery has been registered since 1996. It is privately owned and is the baby unit for the main nursery which is located in Woodmansterne Lane, Banstead. Children have use of one room which has three separate areas. There is access to toilets and an enclosed outdoor play area. Children attend from surrounding areas.

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 12 children aged from birth to two years. There are currently 15 children on roll. Once steadily mobile, children transfer to the Woodmansterne Lane provision. Opening times are from 8am until 6pm Monday to Friday, all year round with the exception of Christmas and bank holidays. There are three full-time staff who work with the children, including the manager. The staff all hold level 3 qualifications and the manager is qualified to level 4. Staff from the main nursery cover breaks and absences.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The Old Barn Day Nursery provides a safe and welcoming environment for babies. Staff are very kind and gentle towards the babies who are happy and settled and making good progress in their learning and development. Relationships between staff and parents are friendly and trusting. The nursery is equipped with a range of high-quality play resources and activity planning is overall, good. As a process of rigorous internal review, self-evaluation is not fully developed. However, staff are very committed to ensuring continuous improvement of the provision and, taken as a whole, the setting demonstrates good capacity for sustaining on-going improvement.

What steps need to be taken to improve provision further?

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

- exploit the potential of the nursery garden to encourage children's interest and curiosity and to enable them to access all areas of learning
- develop reflective practice and self-evaluation further, to identify the setting's strengths and priorities for development, such as staff training needs

The effectiveness of leadership and management of the early years provision

Children's well-being and safety is promoted and safeguarded well. The setting's effective risk assessments ensure that potential hazards are identified and minimised, and that children are cared for in a clean and well-maintained environment. The team are secure in their knowledge and understanding of the procedure to follow if they become concerned about children's welfare. All records and documentation required for the safe and efficient management of the setting are in place and contain generally sufficient information. Leadership's success in recruiting and sustaining suitably vetted, qualified and dedicated staff is a key strength of the setting. There is an effective key-worker system and staff absences are covered by staff from the sister nursery, with which children are very familiar.

Equality and diversity is, overall, well promoted through the key-worker system and staff's well-established relationships with parents. Staff's knowledge of child development is sound and is clearly demonstrated by their documented observations of children's play and learning. The setting's designated special educational needs coordinator is experienced and attends regular training updates. As a result, potential gaps in children's development are identified early on and action is taken to ensure that children receive appropriate support from external agencies, with which the setting works in close partnership.

Toys, equipment and furniture are of good quality and are used to promote equality and diversity. However, although toys are stored accessibly and low-level wall mirrors are continuously utilised by babies, posters and photographs are generally displayed at adult eye level, meaning that they are not visible to babies as they crawl around. The playroom leads directly out into an enclosed, spacious garden, but the potential to provide children with access to all areas of learning throughout the day and year has yet to be fully realised. Nonetheless, staff make good use of the local community as a complement to their setting-based planning.

Overall, parents are provided with a good level of information about their children's well-being and development. Information is shared verbally and through the use of a home-to-nursery diary each day, although this system has yet to be extended to include all adults involved in caring for children throughout the week. Parents cite the kind and friendly staff, calmness and smallness of the nursery as key strengths.

Staff consistently review the effectiveness of their day-to-day planning against the individual needs of the babies, ensuring good outcomes. Parental views are sought through the use of questionnaires and team meetings are used to review the operational plan, such as the use of risk assessment. However, leadership has yet to establish a process of self-evaluation that is inclusive of all staff and which assesses against rigorous criteria to identify and target staff training needs. The setting has met most of the recommendations raised at the last inspection. The team are enthusiastic and dedicated. Overall, the setting demonstrates a good capacity for sustaining on-going improvement.

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

The health and emotional needs of babies are prioritised by the consistent, kind and dedicated small team of staff. The settling-in period is a gradual process and individually tailored to minimise parent-child separation anxiety. Staff build secure and trusting relationships with babies during this period, so that they are easily comforted by them if they become tired or upset. Babies show that they feel safe as they crawl freely around, often to staff for brief moments of interaction, before going off in the other direction to explore something else.

The premises and equipment is kept clean, the spread of infection is minimised, for example by the 'no outdoor shoe' policy and daily washing of toys that, typically, babies put in their mouths. Nutritionally well-balanced meals encourage babies to adopt healthy eating habits. They quickly become familiar with the routine of having their hands washed and have great fun brushing their teeth after lunch. Babies have access to fresh air most days. However, not enough attention is given to planning for outdoor play overall. Understandably, babies are keen to crawl on the lovely expanse of grass, but due to a lack of suitable clothing are unable to do so when the grass is wet, which it often is. Nonetheless, staff take children to the park to feed the ducks and along the high street where they are able to observe their everyday world. Babies are introduced to diversity through good quality toys, such as different skin toned dolls, and through the decoration of the nursery during the diverse cultural and religious festival periods celebrated by babies' families.

Staff clearly enjoy their work and consistently engage babies in delightful interactions, such as playing peek-a-boo, singing action rhymes, or reading them picture books using animated voice tones. Babies respond with big smiles when staff clap them in praise, for instance, when they successfully master the technique of crawling for the first time. Planned activities allow babies to explore and experiment using their many senses. They get messy with paint; discover the texture of cold spaghetti or jelly, and the feel of sand and water. They enjoy sorting through baskets of natural and everyday items. They frequently gravitate towards the low-level mirrors on the wall, which when they see their own reflection, prompts them to reach forward to touch the mirror as if they think they can touch themselves. Babies are keen to explore books with staff who engage them with animated talk and sounds. They enjoy knocking down towers of bricks built up by staff and clamber confidently over giant geometric shapes, such as cubes, spheres, prisms and cones, before discovering the thrill of crawling into open ended cylinders. They watch staff roll balls and try to mimic this by sending them back. The setting is well equipped with a range of programmable and mechanical toys which introduce young children to technology. Babies are provided with good opportunities to develop the necessary future skills and are well

prepared for the transition to the main nursery, once they are walking.

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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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