

Brishing Barn Nursery

Brishing Court Barn, Brishing Lane, Boughton Monchelsea, MAIDSTONE, Kent, ME17 4NF

Inspection date

19/10/2012

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The good quality toys and resources inside are attractive and appealing, offering children a varied choice of age appropriate and activities.
- Staff use their expertise and experience well to help children make good progress. Children are happy, settled and are nurtured, particularly in the baby rooms.
- Parents have good relationships with staff and communication with between parents and the owner, manager and deputy is a strength.
- The food provided for children is of very high quality and nutritious, freshly prepared and cooked meals and varied and healthy snacks are enjoyed by the children who have all their dietary needs catered for.

It is not yet outstanding because

- Although children are developing early writing skills, they have fewer opportunities to write for a purpose in all areas of the nursery
- Opportunities for children to play and extend their learning in the outside play area are not consistently organised to cover a variety of different types of play

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play indoors for all four age groups and observed outdoor play or the pre-school age group.
- The inspector undertook a joint observation of freely selected play with the manager in the pre-school room.
- The inspector had discussions with the nursery deputy, manager and talked with the owner.
- The inspector sampled documentation including records for children's progress and development, safeguarding, staff suitability, newsletters, self-evaluation and a range of policies and procedures.
- The inspector took the views of parents into account through discussion with them on the day of the inspection.

Inspector

Susan Scott

Full Report

Information about the setting

Brishing Barn Nursery registered in 2011 and operates from two buildings on a site in Boughton Monchelsea, near Maidstone, Kent. There are 11 rooms available in two buildings for the children to use, including sleeping rooms. There are two kitchens, several

toilets, including disabled facilities, and an outside area available for children. The nursery is open each weekday from 7am until 7pm, throughout the year. The nursery is registered on the Early Years Register. The setting receives funding for the provision of free early education for two-, three- and four- year-olds. A total of 13 staff work at the nursery and 11 of these hold appropriate early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend opportunities for children to write for a purpose, for example shopping lists and messages for parents.
- arrange flexible indoor and outdoor space and resources where children can explore, build, move and role play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The atmosphere of the nursery is calm and happy. Caring and enthusiastic staff use good teaching techniques. These have a positive impact on children's learning and development, so that all children make good progress. Children clearly enjoy learning through play. Children join their respective rooms happily, choosing what they wish to do from the attractive and interesting resources offered. Attentive staff support and enhance children's learning in each of the four age groups, providing good individual support.

Staff plan children's experiences to cover all areas of learning indoors and plans show a broad programme of activities. The learning environment offers a wide range of attractive and good quality materials and resources that add breadth to children's experiences. Planning is adapted to respond to children's individual needs and interests, guided by discussions with parents and frequent observations of children's play. Staff record children's achievements frequently, using notes and photographs, in informative 'learning journals' that are regularly shared with parents. Staff establish what children can do when they first start at the nursery and use the shared information to construct individual routines.

Staff provide children with ideas and join in children's play. For example, a castle is constructed to explore the theme of Hallowe'en in the pre-school room. Staff use good questioning techniques to ensure children are fully involved in the activities such as story

times, and they give children time to think before they answer questions. For example, staff sustain the interest of the two- and three- year-olds during a story by involving them effectively. Children are keen to respond by naming the colour of the banana, describing the sound a cat makes and counting the number of dogs in a picture. This extends children's understanding and knowledge and builds upon their vocabulary successfully. Children of pre-school age using the swings outside are encouraged to 'push, with your feet' so that they learn to propel themselves and others can understand and copy. The two to three year olds particularly enjoy singing and offer suggestions to sing the verses of 'Old Macdonald' with words such as 'sheep' and 'duck' which they clearly enjoy. Babies are encouraged to look at books and answer staff questions about the noises that certain animals make, imitating lions growling and cows mooing. This generates praise and admiration from staff who continually boost their self-esteem and sense of achievement so that they enjoy learning and are keen and confident to explore.

Children develop good hand and finger control through a number of activities. They use the computer mouse with accuracy and hold pencils competently, even some who are very young. Staff note how one three-year-old enjoys taking off the pen tops and fitting them back on. Children can select a variety of toys and resources from the small units of drawers, and collaborate to complete puzzles; they communicate with each other effectively to decide which pieces fit in the correct place, using their skills with accuracy. Staff provide children with name labels they can use so that children can experiment with their own mark making and learn to recognise their names. This learning is reinforced when they use their own place mats at lunchtime which have their names and individual designs laminated onto them. However, there are fewer opportunities for children to understand that words carry meaning and practise writing for a purpose. For example by writing lists or messages in role-play or activities where instructions might interest children. Children learn about sounds and rhymes through singing action songs together and all join in the actions.

Staff use good teaching strategies in the daily routines to help children in developing their early mathematics skills. For example, children count items that are illustrated in the story books. Older children show their enjoyment in counting the number in their group as they get ready to go for lunch. Children enjoy using the computer and confidently respond to tasks where they have to identify numbers. Children help tidy away before lunch in the pre-school room and enjoy taking on tasks, such as putting all the pieces of puzzles away after use, promoting a sense of responsibility.

Children are all keen to use the outdoor area which promotes children's physical skills well. They enjoy climbing, swinging and using the sit and ride toys. Children all have times when they can learn outdoors daily, but use of the garden area is restricted to mainly, physical play and activity. Children do not consistently benefit from a wider range of activities and resources that can be used outside

The contribution of the early years provision to the well-being of children

All children settle into the playrooms happily including those who have started only recently, due to the trusting relationships established with staff through the key person system. Good communication between the owner, the manager, staff and parents effectively ensures all children are able to form close bonds with their key person. The secure emotional attachments established, particularly with babies and younger children help them feel secure. They quickly develop confidence and independence, readily settling into their new surroundings. Staff needs of the individual child and follow their home routines. Staff all successfully enable children to understand their emotions through regular discussions and use of puppets that reflect 'happy' or 'sad' expressions. Children are encouraged to contribute their ideas and thoughts and these are used as a basis for illustrations, such as a seaside display, which is based on the imaginative comments of younger children.

Staff in both rooms take a consistent and supportive approach in their expectations for children's behaviour, so children quickly learn what is acceptable. Children in the pre-school room play alongside others and sometimes collaborate in completing tasks such as puzzles and building tracks for trains. When children are upset, staff encourage them to understand fair play and that they have to take turns and share toys. Staff organise themselves effectively so that they are always available to support for children's care needs; for example, providing a lap to sit on or a cuddle. Older children are becoming independent in their personal care, competently putting on coats for outdoor play and washing and drying their hands before lunch.

Children really enjoy mealtimes. Lunch is freshly cooked on the premises and offers a variety of healthy options. Staff ensure children's dietary needs and preferences are adhered to, offering dietary choices. The babies enjoy their healthy and nutritious meals, such as roast chicken with potatoes and an assortment of vegetables as well as Yorkshire pudding, but they have their meals in their own room, rather than sharing mealtimes with older children and siblings. There are times at the beginning and end of the day when sibling groups are accommodated in one room for a short time; children who visit the baby room are welcomed in to see and chat to staff who used to care for them but there is limited mixing of age groups and therefore, siblings. Parents are provided with information about snacks and meals as part of the healthy eating policy, to encourage good eating habits, and a dentist visited the setting to discuss and encourage good oral hygiene.

Children's understanding of safety is underpinned by the daily routines. They learn that they have to stop and wait if a car drives in while they are going to the garden. They learn to take care when walking past the swings, and to hold the rail when coming downstairs. Learning how to behave well, making friends, learning self-care skills and being interested in their activities, results in babies and children who enjoy their time at the nursery and gain a broad range of skills to support their eventual move to school.

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

The provider and the manager have attended training on the changes to the Early Years Foundation Stage and share information well with staff. Children are effectively safeguarded and the provider, who is trained as a designated lead for child protection, has a thorough understanding of her role. The manager places high priority on protecting children's welfare and follows proper procedures to work with outside agencies when needed. Staff regularly update their safeguarding and first aid training. They understand their individual responsibilities and provide safe play environments for children.

The provider and manager work closely with support staff from the local authority, actively seeking advice and acting on it to improve the provision. The management evaluate what they offer the children and their families and accurately identify areas for improvement. Good attention to staff development results from secure recruitment, vetting and supervision procedures. There is an expectation that staff attend training and develop their qualifications further to benefit the children, and one member of staff is currently studying for a degree. Staff use their new skills and understanding well, such as developing and providing a very strong programme for mathematics. Since registration the owner, manager and staff have worked hard to build a strong programme to develop the children's learning and good communication with parents. They have been successful in both aspects.

Parents express appreciation of the staff's work, finding everyone approachable and welcoming. They share a variety of information before their children start, and attend settling-in visits. Staff work closely with parents, assisting in such things as potty training, so there is a consistent approach which is successful. Parents are familiar with their children's development and progress because they review their children's records frequently. They appreciate the positive conversations they have with staff on a daily basis and this partnership benefits the children. Staff liaise with specialist agencies or professionals if there are queries about children's individual needs. They are keen to implement any advice provided to support children. The provider values their relationship with the local school, particularly with the reception class teacher. Children enjoy visits from their former playmates, who return to show off their school uniforms, helping their younger friends understand that they too, will move on to school. Visits from a dentist were instigated following suggestions from parents, whose views on how the nursery may be improved are welcomed.

What inspection judgements mean

Registered early years provision		
Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.

Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY418865
Local authority	Kent
Inspection number	749242
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	76
Number of children on roll	115
Name of provider	Brishing Barn Nursery LTD
Date of previous inspection	Not applicable
Telephone number	01622749800

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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