

# The Barley Barn Club

Alderton County Infant School, Alderton Hall Lane, LOUGHTON, Essex, IG10 3HE

## Inspection date

Previous inspection date

11/12/2012

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 kind and caring interaction of staff with children makes their experience of the club enjoyable and relaxed.
- Well-established routines ensure children feel safe, behave well and are confident to select tasks and join in activities with adults and other children.
- Effective partnerships with parents and the host school help to support children's welfare and learning.
- The provider and her staff team have a shared ambition to improve the provision to promote learning and development for all children.

### It is not yet outstanding because

- Children do not have access to a full range of information communication and technology resources to support their learning.
- Self-evaluation, to fully identify the setting's strengths and possible areas for improvement, is in the early stages of development.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed a number of children throughout the inspection and the available activities and resources.
- The inspector and manager undertook a joint observation of an activity.
- The inspector checked policies and procedures linked to safeguarding.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector had discussions with the provider, the manager and staff.

## Inspector

Clair Stockings

## Full Report

### Information about the setting

The Barley Barn Club was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the two halls in Alderton County Infant School in Loughton, Essex and serves the children from the school. The club is accessible to all children and there are two fully enclosed areas available for outdoor play.

The club employs five members of childcare staff. Of these, three hold appropriate early years qualifications. The manager has Early Years Professional Status. The club opens every day during school term times. Sessions are from 7.45am until 9am and from 3pm until 6pm. There are currently 23 children on roll, six of whom are in the early years age group.

### **What the setting needs to do to improve further**

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

- improve the programme for understanding the world by; providing a range of programmable toys, as well as equipment involving information, communication and technology, such as computers
- consolidate the evaluation and monitoring of practice to ensure the good practice already achieved is sustained and constantly improved upon.

### **Inspection judgements**

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

Children settle well into the routine of the club having arrived straight from school. The atmosphere within the club is lively and children are eager to play. Staff are friendly, sharing jokes and joining in when needed, while allowing children to make independent choices about where and with whom they play. Consequently, children have fun and clearly enjoy their time after school. Staff place a strong emphasis on learning through play, having fun and building positive relationships. They find out all about the children to ensure that they provide a service that meets their individual needs. They gather initial information about children that includes details about family, favourite toys, what the child can do and activities they like participating in, which help staff to establish children's interests. Staff make effective use of observations to identify children's next steps in all required areas of learning. Staff have a thorough knowledge of the children for whom they are responsible. They talk in detail about what these children can do and how they plan to help them progress. Planning is flexible and influenced by the children's choices, ideas and play preferences. The key worker system works well to ensure children's individual learning and development needs are effectively planned for. Staff have good communication with the reception class teacher and regularly share what they know about the children.

Animated conversation between staff and children throughout the session successfully enhances children's language development. Young children are confident to share their

views and talk about the activities they enjoy. Staff spend time with the youngest children, playing with them and building their confidence. They interact effectively with children, extending their learning. For example, staff promote children's mathematical understanding when playing with construction blocks by encouraging children to estimate the number of bricks taken to build a tower. Young children enjoy chatting with older peers as they play a board game together. Literacy skills are encouraged with access to a broad range of resources for writing, drawing and painting. Children have opportunities to express their creativity as they take pleasure in decorating biscuits and designing pictures. However, there is scope to extend the range of information, communication and technology resources to promote children's understanding of the world. Children have opportunity to play outside daily, allowing them to 'let off steam' after a structured day.

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

Children display a strong sense of belonging to the club. They take an active part, making choices about their play and helping to tidy away resources at the end of the session. They show a mature response to taking responsibility for their own and others' safety. During play, they listen carefully and adhere closely to the instructions of staff. They regularly practise the emergency evacuation procedures and safely use a range of challenging tools, supported by attentive staff.

Staff apply clear, consistent boundaries so that children learn to behave well and to share. They act as good role models; consequently, children understand that playing cooperatively with their friends and taking turns is important. They are calm and behave well, demonstrating that they feel safe. Children feel valued and become inquisitive, active learners through the ability of staff to engage positively with them. Staff's warm and purposeful interaction nurtures children's emotional well-being. Older children support the new and younger children well, helping them to settle, have fun and build strong relationships quickly.

Staff promotes children's good health through effective health and hygiene routines. Children choose from a range of nutritious snacks that includes fruit and vegetables. Children have opportunity to play outdoors, promoting their physical well-being. Fully embedded effective hygiene procedures help to prevent the risk of infection. Children wash their hands routinely after playing outside and before snack time.

Younger children are growing in confidence in this warm and welcoming environment. The deployment of the staff and the effective key person system promotes children's sense of security and belonging. Staff collect the younger children from their classrooms first at the end of the school day in order to avoid any distress of waiting. This arrangement smoothes the daily transition from school to the after school club.

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

The established staff team provide a warm and friendly environment for children to learn through play. Their main aim is to ensure children at the club have good opportunities to

relax and have fun before and after a busy day at school. However, they understand their responsibilities in meeting the learning and development requirements for children. They have devised effective systems to observe, assess and monitor each child's progress to make sure that all children are achieving well and appropriate intervention is sought if necessary.

The manager and staff team demonstrate a commitment to the continual development of the whole provision and are beginning to identify priorities for improvement. The club welcomes parents' views and has begun to use questionnaires to seek their feedback about what they do well and what they could do better. However, the system of self-evaluation is not fully developed to accurately identify key strengths and weaknesses in order to bring about sustained improvement of the provision for children.

Procedures for safeguarding children are good as staff evidently understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures ensure suitable staff are recruited and induction procedures support their developing knowledge of the setting's policies and procedures. Management monitor staff performance through appraisals and informally through observation and working alongside the staff.

Good relationships exist with parents. They are kept well informed through the use of informative welcome packs, notice boards and accessible written policies. All relevant information is gathered from parents when children first start. There is some daily verbal exchange of information between the parents and member of staff responsible for their child. This promotes the continuity of care for children. Parents speak warmly of the staff and are very satisfied with the care provided. Partnership with the host school is well established and contributes strongly to children's continuity of care and learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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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

<b>Unique reference number</b>	EY449782
<b>Local authority</b>	Essex
<b>Inspection number</b>	804876
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	32
<b>Number of children on roll</b>	23
<b>Name of provider</b>	Barley Barn Day Nursery Limited
<b>Date of previous inspection</b>	Not applicable

**Telephone number**

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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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