

Manor Barn Day Nursery

Manor Farm, High Street, Walcott, LINCOLN, LN4 3SN

Inspection date

Previous inspection date

15/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are curious and show an interest in their resources. They confidently select toys, books and games of their choice.
- Children form strong bonds with their key person and understand the routine of the day, which helps them to feel secure and safe.
- Parents are provided with quality information about the Early Years Foundation Stage and the progress their child is making.

It is not yet good because

- Babies do not have daily outdoor activities to promote their all-round learning and development and physical well-being.
- Children do not have a sufficient range of resources in the outdoor area to fully promote their outdoor learning.
- A small minority of staff do not listen well enough to children or question them skilfully to help enhance children's understanding.
- Children experience variable teaching because the manager does not monitor the effectiveness of teaching to identify where training or support is needed.

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 had a tour of the premises and spoke with children.
- The inspector observed children in all the rooms and outdoors.
- The inspector and manager completed a joint observation of children.
- The inspector looked at children's learning journals, care sheets, planning, a range of policies, procedures, and documentation and spoke with parents.

Inspector

Anne Barnsley

Full Report

Information about the setting

The Manor Barn Day Nursery was registered in 2012 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted barn in the Walcott area of Lincolnshire, and is managed by a private owner. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs four members of childcare staff. Of these, three hold appropriate

early years qualifications at level 3 and one has a qualification at level 2 and is working towards a level 3. The nursery opens Monday to Friday all year round. Sessions are from 7am until 6pm. Children attend for a variety of sessions. There are currently 20 children attending who are in the early years age group.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- plan daily outdoor activities for all children, including babies, to ensure they experience the full range of learning and have daily fresh air and exercise to promote their well-being
- monitor staff performance by observing all staff in practice to assess the effectiveness of their teaching and to provide the necessary support needed to strengthen the quality of this where weaknesses are identified.

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

- provide children with a wider range of resources in the outdoor area, which enables them to further develop their creativity, physical skills and understanding of the natural world
- promote the effectiveness of teaching further, by ensuring that all staff listen perceptively to children and skilfully question them during activities in order to re-shape tasks and explanations to improve learning.

Inspection judgements

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

The nursery has been thoughtfully renovated and provides children with three playrooms that are organised successfully to cater for the different age groups of children. For example, the baby room has an adjoining sleep room, which helps to ensure that babies are secure in a familiar environment. The rooms are resourced with an ample range of toys and equipment that promote all areas of learning and support children's independent choice. This is because rooms are set out into learning zones that reflect the different areas of learning and enable children to access, and use, their toys spontaneously. Children make steady progress in their learning and development and are developing the skills they need to help with the next steps of their learning, including school where applicable. Staff have an appropriate knowledge of the Statutory Framework for the Early

Years Foundation Stage in order to guide the development of children's capabilities.

Staff join in children's play and offer good support and encouragement in most cases. However, there is some inconsistency in the quality of teaching as not all staff are always sufficiently focussed on what children need to learn and the best way of supporting children with this. Children are not always encouraged to solve problems in their play and to talk about what they are doing or trying to achieve. Children are not fully challenged through questions that encourage them to think creatively and critically or enable them to practise and refine their skills. Some staff do not always listen well enough to what children are saying. As a result, they miss opportunities to develop children's individual and independent interests into something meaningful that children can learn from. Questions about size, shape, colour, numbers, weight and measure are not actively explored by all members of staff, for example, when children are playing with puzzles, card games or baking. Children are not routinely encouraged to talk about letters and sounds so that they can start to learn how these link together to make words. Consequently, children's understanding about early mathematical concepts and phonics is not promoted by staff as well as it could be to ensure that children make the best progress they can.

Children have good opportunities to choose from the activities provided. For example, they use familiar objects in the home corner which reflect everyday life. One toddler enjoys playing with a doll and trying to put a nappy on it. The member of staff supports the child by helping to hold the nappy in place while the child sticks the tabs together. Children learn to play alongside their friends and enjoy inventing games where they hide from each other in a large cardboard box and under a fabric canopy. Toddlers develop their physical skills through playing with pushchairs and steering them with care around the room. One toddler shows a lot of interest in books and sits for a considerable amount of time studying each page and turning the pages carefully, showing good physical control.

Pre-school children and toddlers have a large outdoor, secure area, which they use each day. However, this is not completed yet due to the short time the nursery has been open. There are no resources in place in the outdoor area and children's creativity, physical skills and understanding of the natural world is not promoted sufficiently well. Staff take some indoor resources outdoors for children to use, such as balls, hoops, bug jars, digging tools and some binoculars. Children enjoy digging for worms and investigating them. However, staff do not extend this interest well enough, for example, by giving consideration to making a wormery for children to see the tunnels the worms make in the soil. Babies do not go outdoors on a daily basis and this does not promote their physical skills or their physical well-being. Babies have interesting resources indoors to use, such as a range of treasure baskets containing natural resources, which they explore with curiosity. They also have a wide range of electronic and press-button toys, which initiates their early awareness of information and communication technology. Children participate in creative, art activities and have access to resources that help them to develop their early writing skills by making marks in their play. Their efforts are displayed attractively on the wall, which encourages them to feel proud and develops their self-esteem.

Staff observe children as they play and evaluate this information against the most appropriate area of learning and developmental age band. This information is used to plan

further experiences in the children's learning. Next steps are raised around the areas where children need support, challenge or have a particular interest. All staff use a consistent system of observation and assessment, which contributes well to children's transition as they move through the nursery. Staff track children's development appropriately to check that they are making progress in relation to their starting points. They use this information well to focus on any concerns they may have about a child's progress, which enables them to act on it by working closely with parents and any appropriate specialist professionals.

The key person system successfully supports effective links with parents and carers and includes them in their child's learning. Daily chats keep parents well-informed verbally and promotes positive relationships between the staff and parents. Parents contribute initial information about their child's learning and development at the start of the placement. Staff use this information successfully to build on through their own observations and assessments. Staff display information about planned activities and the Early Years Foundation Stage for parents to see and are happy to talk to them about their child's learning and development at any time. Parents have opportunities to view their child's learning journals when they wish. Staff are currently introducing consultation evenings for parents so that the parents and family members can have focussed discussions with their child's key person. Staff keep parents well-informed about nursery practice, for example they have made a parent board about the importance of healthy eating and they are currently finalising another board about how they support children with special educational needs in the setting.

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

All children are welcomed into this friendly nursery and greeted personally by a member of staff as they arrive. Children settle well and form secure bonds with their key person and all staff. Relationships are warm and caring and children and their families are treated with kindness and respect. All children, including babies, show confidence and a sense of belonging to their environment as they play independently and make their own choices. Babies know that staff are always close and are happy to approach staff for reassurance and cuddles as required. Care is taken to gather relevant information about children's care needs at the start of the placement. New children settle well because their parents are welcome to stay and staff take time to find out about their preferences and routines. For example, information is exchanged to ensure that specific dietary needs and preferences are catered for and that any medical needs are known and accurately met. Staff follow children's sleep, meal and nappy routines as provided by parents and they keep parents well-informed through daily care sheets of any changes that occur to these. This effectively promotes continuity in the care children receive between home and the nursery. It also helps children to feel safe and well-cared for, which prepares them emotionally for their future transitions.

Staff appropriately utilise the indoor environment to support children's development. Resources are developmentally appropriate and staff supervise the children well, which contributes to children's safety. Staff have appropriate first aid qualifications and are

equipped with the skills to deal with minor accidents and injuries should any happen. Clear boundaries and expectations encourage children to develop the habits and behaviours appropriate to good learners, their own needs and those of others. Children are actively encouraged to develop respect and to be kind to each other, to share resources and to take turns. For example, children learn to share the cars on the car table and to understand that the toys belong to all of them. Staff praise the children which promotes their confidence and self-esteem. Children are supported in developing their understanding of safety issues. For example, they walk sensibly to the outdoor area and listen well to what staff are saying as they cross the car park area. Children learn to take responsibility and behave well.

Children are provided with healthy, balanced and nutritious snacks and hot meals that are prepared on the premises each day. For example, children enjoy a choice of fresh fruit at snack time and a mild, chicken curry at lunch time. For parents who wish to provide their child with a packed lunch from home, the nursery provides detailed information about how they promote healthy eating for children to support children's well-being. Children, other than the babies, enjoy daily outdoor play in the fresh air. They enjoy having lots of exercise, which contributes towards their continuing good health and well-being. Children's independence and self-care skills are promoted as part of the daily routines. For example, they put on their coats and hats for outdoor play, wash and dry their hands after using the toilet and independently pour their drinks.

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

Management and staff use the Statutory Framework for the Early Years Foundation Stage materials to monitor how children are progressing over time given their starting points. However, the monitoring of the effectiveness of the quality of teaching is not fully robust. Consequently, learning opportunities sometimes lack challenge and resources are not always provided to support children's learning and development, particularly in the outdoor area. The manager has started to complete staff appraisals to identify training needs, and supervision meetings to support staff. Self-evaluation is starting to be used to highlight strengths and areas to improve the quality of the provision. For example, management plans to improve the organisation of the toddler room so that the learning zones have a clearer learning purpose to further promote children's thinking and creativity. They have received a grant to assist them with developing the outdoor area to improve the quality of outdoor learning for children. Management use questionnaires to gain feedback from parents, ensuring they are fairly represented in the overall evaluation.

The arrangements for safeguarding children are understood by all staff. Management and staff understand the signs of abuse and are conversant with the procedures to follow to report concerns. All staff complete training in safeguarding. Daily safety checks ensure that the environment is safe and children are protected. Security within the nursery is prioritised effectively. Staff greet all parents and visitors personally, and children cannot get to the door because there is a fence and gate in place to prevent this. The arrival and

departure of children is closely monitored and visitors to the premises are asked for their identification and requested to sign the visitor's book. A range of appropriate written policies and procedures are in place to support the management of the provision. Vetting and induction procedures for all adults who work with the children, or come into contact with them are secure. This ensures that all staff are checked before they have unsupervised access to children.

Staff develop effective partnerships with parents. Parents say they are very happy with the care and learning their children receive. One parent is particularly appreciative of the support staff provided throughout the separation process when her child first started at the nursery. Care is consistent and staff work hard to develop strategies to optimise opportunities to support parents in promoting their child's learning and development. In the short time the nursery has been open, secure links have been made with the two local schools. This supports the children who attend the kids club in the nursery as they come from both schools. The manager knows that this year all the children will be moving on to one particular school, and has focussed her attention on furthering the partnership with this school to help children with their transitions. For example, the nursery teacher visits the nursery to meet the children and the nursery children attend special events in the school to help them become familiar with the school environment. In response to a request from the school, the nursery has agreed to operate the school's breakfast club from the nursery. The staff recognise that this provides the children with greater consistency as the kids club will operate from one setting at the start and end of the day. Management and staff are aware of the importance of establishing links with other practitioners where children receive shared care and have systems in place to do so when it is applicable. The nursery works closely with the local authority and has procedures in place to seek expert advice from specialised professionals should this be needed to support children. This ensures that appropriate interventions are secured and children receive the support they need.

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
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		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	EY450762
Local authority	Lincolnshire
Inspection number	883104
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	55
Number of children on roll	20

Name of provider	Barns Day Nursery Limited
Date of previous inspection	Not applicable
Telephone number	07595 171132

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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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