

Barnkids Ltd

The Barn, Penang Farm, Combe Lane, Chiddingfold, Godalming, Surrey, GU8 4XL

Inspection date	13/05/2013
Previous inspection date	29/06/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		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 have fun and make good progress in their learning with the support of an enthusiastic and caring staff team.
- Children benefit from the 'forest school' approach which provides great opportunities for outdoor learning and develops strong links within the local community
- The management team reflects carefully on the provision and makes improvements in order to enhance outcomes for children. They welcome the input of staff, parents, children and other professionals as part of this process.
- Staff are attentive and treat children with warmth and kindness. This promotes children's emotional development in a positive way and children are happy and secure.

It is not yet good because

- Staff do not use many labels in outdoor areas to support children's understanding of written words and numbers outside.
- Staff do not use all opportunities for children to be independent, for example at mealtimes.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities and the interaction of children and staff in the indoor and outdoor learning environments and accompanied children and staff to their forest school.
- The inspector had discussions with the management team, and spoke with staff and with children.
- The inspector conducted a joint observation with the setting's early years professional.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector checked evidence of staff suitability and sampled other documentation.

Inspector

Debbie Newbury

Full Report

Information about the setting

Barnkids originally opened in 1996 and re-registered in 2004. It is a Private Limited Company offering nursery schooling with additional wraparound care including day-care, an after-school club and holiday club. It operates from premises on a small working farm on the outskirts of Chiddingfold in Surrey. Children are cared for in a converted barn and purpose-built hall and they have access to several enclosed outside play areas. Use is also made of the woodland surrounding the site where the provider has established a Forest School. Opening hours are from 8am to 6pm, Monday to Friday for 46 weeks of the year. The nursery school operates from 9am to 3pm and the after-school club from 3pm to 6pm. Children are collected from four local schools. Holiday care is provided during some school holiday periods. The setting serves families from Chiddingfold and the surrounding villages.

Barnkids is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 89 children on roll whose ages range from 18 months to 10 years of age. The setting is in receipt of funding for the provision of free early education to children aged two, three and four years of age. It welcomes children with special educational needs and/or disabilities, and children learning English as an additional language.

There are 17 members of staff who work with the children. There are two members of staff who have qualified teacher status, one of whom also holds Early Years Professional Status. A further eight members of staff have appropriate early years qualifications to Level 3 and three individuals are studying for this qualification. Another staff member is studying for the Early Years foundation degree. The setting receives support from the Surrey Early Years Team and has completed their Quality Assurance scheme.

What the setting needs to do to improve further

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

- enhance the use of labelling in the outdoor environment to help children learn about words and promote interest in numerals using number labels, names and signs

- enhance opportunities for children to help prepare food and serve themselves at mealtimes.

Inspection judgements

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

Children have fun in a positive and vibrant learning environment where they experience a wide range of stimulating activities. As a result, they make good progress in their learning and development and gain skills that help prepare them for school. Staff understand the important role they play as key person to promote children's well-being, support their learning and build relationships with children and their parents. They carry out good quality observational assessments on children to assess their progress and achievements. They identify the next steps in children's learning and plan effectively for these. This information is shared with parents and other staff working with children to promote a cohesive approach. Children's learning records are regularly reviewed by the management team to ensure they are up to date. The setting is successfully implementing the two-year progress check to identify and close gaps in children's learning.

Staff have, since the last inspection, developed the environment for younger children to make it more stimulating. They have re-arranged the room so children can more easily help themselves to resources and have added cosy areas. A tactile wall and large murals featuring different nursery rhymes and favourite characters add interest and help to make the room more homely. All children see posters, labels and numbers displayed indoors, which encourages them to notice letters, words and numerals and begin to ascribe meaning to these. However, staff have not extended this labelling outdoors so children do not always make links between written words and numbers, and objects outside.

The 'forest school' approach offers children exciting first hand experiences that successfully promote areas of learning outdoors. Children create simple maps that show their route to the forest camp and can explain how to read these. The walk to the camp is relaxed as children and staff stop along the way when they notice something of interest. Staff support children extremely well. They show interest in what arouses children's curiosity and encourage them to talk about their ideas and observations. As a result, their language flows well.

Children use magnifying glasses to help them search for insects. They are very enthusiastic about their discoveries, counting the number of slugs they have and comparing the different sizes of the woodlice they find. They explain how the woodlice roll into a ball because they are scared. Staff extend children's learning through their good use of questioning and introduction of new vocabulary. For instance, one member of staff talks to the children about how 'active' the beetle is and points out its feelers. Children learn that these are called antennae and how they help the beetle to feel if there is anything dangerous in front of them. Another staff member introduces the word 'camouflage' when children find a tiny frog that is almost the same colour as the log it was hiding under. Some children use their imaginations as they pretend they have found 'baby crocodiles.' Others make 'a melted chocolate drink' as they use a stick to stir the muddy water they find in a hole. Staff have begun to introduce younger children to 'forest school' and these young children enjoy the opportunity to explore their surroundings. Staff recognise that they have limited levels of concentration and they are guided by what arouses the

children's curiosity.

Younger children explore different mediums and materials, such as shaving foam and pasta. They use brushes to paint with water outside. Staff extend their explorations by fetching sponges and demonstrating how they can press a wet sponge onto the blackboard to create marks. The large outdoor sand pit is popular with children. They sit inside this, using spades to fill containers and chat with staff about 'making cakes'. Staff support children's developing spoken language as they join in with their play and ask questions. They help them complete simple puzzles that have large pieces which are just the right size for young children to easily manipulate. Staff encourage children to look carefully as they talk about what they can see in the completed puzzle. Staff read stories to children. They are very aware that some children are not yet ready to sit for long and they respect their wishes when they want to do something else.

Older children enjoy the company of other children and play cooperatively together. They create obstacle courses using large wooden blocks and planks. Some move around this confidently while others receive support. Staff notice when children are less sure and offer to hold their hands. Children are proud of their achievements and announce 'I made it' as they successfully complete the circuit. Staff play describing games with children as they offer observations about them and see if children can identify who they are talking about. This encourages children to listen and make connections. Staff promote children's awareness of number and simple addition and subtraction. They encourage counting and pose such questions as 'how many are left?' and 'if we put up two more, how many will we have altogether?' Children explore mark-making in many different ways. They use their fingers to make marks in sand, chalk on large blackboards outside and some write their names using correctly formed letters. Staff encourage children to have a go at naming their work and they talk about the letters in children's names. This supports children's developing literacy skills.

There is a happy and relaxed atmosphere at the after-school club. Children are collected from different local schools. This means that the club offers an ideal opportunity to meet other children and make new friends. They choose what they want to do and ask staff for additional resources, such as the paints, if these are not easily accessible. These are quickly provided. Staff join in with children's play; for example, football is very popular. They take them for a walk to the farmhouse garden to see the ducks that were hatched at the setting last year.

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

Children are settled and secure in the company of the staff caring for them. This is because staff treat all children with warmth and kindness, which promotes the development of strong relationships. Children have the confidence to approach staff to express their needs and wishes, both verbally and by gesture. For example, younger children lift up their arms to be picked up so they can see 'Farmer Rob' pass by when they hear the noise of the tractor. Overall, children behave very well. Staff provide support and encouragement when necessary to help children understand the need for cooperation,

such as taking turns and listening to one another. Children receive lots of praise, which promotes their self-esteem effectively.

Staff promote positive hygiene practices as part of the normal daily routine. Children are provided with healthy snacks and tea-time meals that take account of individual dietary requirements. They bring a packed lunch from home and parents are asked to follow the setting's healthy eating policy. All children benefit from plenty of fresh air and exercise every day. Staff make good use of the different outdoor spaces that enable children to be physically active and explore different ways of movement. For instance, children practise balancing on logs and pedal the wheeled toys furiously around the Dutch barn. The walk to the 'forest school' camps means children build stamina. The different woodland terrains they encounter enable them to tackle different surfaces and levels. Staff take older toddlers for walks so they build strength and develop their ability to walk. This prepares them well for when they move up to the pre-school group and their regular participation in Forest School.

Overall children benefit from opportunities to develop their independence and self-help skills. They freely chose what they wish to do and can help themselves to resources. However, staff do not fully develop children's independence at mealtimes, for example by enabling children to help prepare food for snack or to serve themselves.

Staff supervise children carefully and intervene, where necessary, to guide them away from unsafe practices. For instance, they explain to children that they need to sit down if they are using scissors. Children's 'forest school' experiences provide them with opportunities to learn about safety and responsible risk taking. Children confidently chat about the rules because staff consistently reinforce these. Children understand that they have to look and listen for cars when they cross the car park. They explain that they must not walk in the fire circle in case they burn themselves.

Settling-in visits help to support children when they first join the nursery. Staff ask parents to complete 'all about me' forms to help them find out about children's individual needs and assess their starting points. Children moving up to the barn have visits in the company of a familiar member of staff. There is an exchange of information between their existing and new key person. These arrangements mean children continue to be supported as they progress through the setting. Staff complete transition sheets for children moving on to school and they invite teachers to visit the setting. Children also visit the local school to share in special events, such as watching their Nativity play. Staff put together photographic displays of children and the schools they will move on to. These create useful opportunities for discussion about starting school and who will be going to the same school as them.

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

This inspection was brought forward as the result of concerns received about safeguarding practices at the nursery. Ofsted carried out an unannounced visit to the nursery and found

that children were not fully safeguarded as the provider did not inform the local safeguarding agencies without delay about concerns for children's safety and welfare. Ofsted issued a notice to improve. Ofsted were satisfied with the response to the action raised. The provider remains registered with Ofsted. The provider and her management team have taken the matter extremely seriously and have been very proactive in reviewing and tightening their safeguarding procedures. This has included consulting with the local authority and visiting a contact centre to develop knowledge and understanding of the processes to follow. Training has been delivered to the staff team and safeguarding is a regular feature at staff meetings. Staff and management now demonstrate, through discussion, a confident awareness of their role and responsibility and the action they must take in the event of any concerns. All staff know where to locate relevant reference materials and contact information for the local safeguarding board.

Systems for recruitment, vetting and assessing the ongoing suitability of staff are robust. Indoor and outdoor risk assessments are completed for the premises and the 'forest school.' Staff carry out pre-visits before taking children on outings in the community or further afield. These combined arrangements mean that safeguarding and promoting children's safety is fully embedded throughout the setting.

There are effective and inclusive procedures in place to evaluate existing practice, identify strengths and plan for improvement. This is because the views of staff, parents and children are sought. Parents are asked questions about different aspects of the provision, the results of which are analysed. Management then considers how they can address any issues raised. Children have been consulted about the planned refurbishment of the barn playground and what they would like to see. The setting works closely with the local authority's early year's team and has completed their quality improvement award.

There are ambitious and exciting plans in place to further develop the provision and improve the outcomes for children. The management and staff team are well qualified and they take advantage of additional training opportunities as part of their continuous professional development. For instance, nearly half of the team has attended 'forest school' training to different levels. Staff work together well as a team to support the children and management spends time working alongside staff in the rooms. This enables them to monitor and model practice and develop their relationship with staff and children.

Parents are well informed about organisation of the setting and are actively encouraged to join in with organised special events. These enable parents to share in their children's experiences and participate in their learning. The setting's new website provides parents with useful information, including comprehensive policies and procedures. Overall parents are positive about the nursery. Parents describe staff as 'fantastic,' 'very friendly' and 'kind and helpful.' Parents particularly like the 'forest school' concept. One notes 'this has given my child a passion for the outdoors' while another comments 'I'd like to come here myself.' Most parents are very happy with their child's learning and feel well informed about this.

The nursery have developed strong links with the local community, including schools and other early years settings. Links with outside agencies have improved. This means that everyone is working together in the best interests of the children to meet their individual

needs and promote their care, learning and any extended support.

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
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 action. 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	EY282743
Local authority	Surrey
Inspection number	892349
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 10
Total number of places	48
Number of children on roll	89
Name of provider	Barnkids Limited
Date of previous inspection	29/06/2011
Telephone number	01428 685633

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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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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