

The Barney Lodge Day Nursery

5 Westbury Road, Warminster, Wiltshire, BA12 0AN

Inspection date	01/07/2013
Previous inspection date	02/06/2009

The quality and standards of the early years provision	This inspection:	2
	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		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

- Children are happy, motivated and eager to learn. They show good levels of curiosity and imagination and have formed good relationships with each other and staff.
- The indoor and outside environment provides good learning opportunities for all children and is very well supported by staff.
- Staff have a good understanding of how children develop, they plan and provide challenging and enjoyable experiences for each child to learn and develop.
- The management team is effective, which supports the overall day to day running of the setting, while maintaining children's safety, experiences and developmental progress.
- A well established key person system is in place, which supports staff relationships with children and families.

It is not yet outstanding because

- There is scope to develop role-play opportunities to encourage children to experiment with writing for themselves through making marks, and to use a range of information and communication technology in real life ways.

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 in each of the designated playrooms and the outdoor areas. The inspector observed the supervision of the children and the deployment of staff.
- The inspector held discussions with the manager and staff.
- The inspector looked at children's observation, assessment records, educational programmes and planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff and the safeguarding policy and procedure. The inspector looked at the risk assessments and menus.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Marie Thompson

Full Report

Information about the setting

The Barney Lodge Day Nursery originally registered in 1989 and was re-registered under its present ownership in 2005. It operates from a detached house on the outskirts of the town of Warminster, Wiltshire. Children come from a wide area. The nursery is open each weekday from 7.30am to 6pm, all year round. Children have access to enclosed outdoor play areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 132 children on roll, many of whom attend part-time. The nursery currently supports a number of children who have learning difficulties and/or disabilities. It supports children who speak English as an additional language. The nursery offers funded early education for two, three and four-year-olds. The nursery employs 20 staff who work with the children, 19 of whom hold an appropriate early years qualification at NVQ level 3 and one member of staff holds a qualification at level 2.

What the setting needs to do to improve further

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

- enhance role play activities and resources to encourage children to practise early writing and use a range of information and communication technology in real life ways

Inspection judgements

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

The nursery is a vibrant place for children to spend time. They make good progress in their learning as they experience a wide range of exciting and stimulating activities which meet their interests and developmental needs. The environment, alongside the range of resources, is thoughtfully laid out, which enables children to make full use of the available space and access a range of play experiences. This significantly promotes children's confidence and ability to make choices, and they take an active part in their play and learning experiences. Children are well supported by a dedicated staffing team, who are deployed well to offer support and guidance. This ensures that all children are consistently supported and challenged during their play and learning experiences. Staff show a very good understanding of the Statutory Framework for the Early Years Foundation Stage and of how young children learn through first hand experiences and play. Regular observations are carried out by the key persons to assess learning and progress, which are recorded in

each child's learning journal. These are used effectively to identify what each child needs to learn next and then this information is then used to plan activities to support further learning. Planning and assessment are monitored to make sure they are consistent, precise and display an accurate understanding of all children's skills, abilities and progress. The key person supports engagement with all parents who contribute to initial assessments of children's starting points on entry and to their two year assessment. As a result, all children make good progress.

The opportunities for all children irrespective of age, to have fresh air and exercise, are available throughout the day. The outdoor play area is well equipped and innovatively laid out. This successfully extends children's learning from indoors and encourages children to be active and full participants when playing outdoors. They develop their physical skills as they use equipment such as climbing frames, bikes, cars, and ball games. Their enjoyment of outdoors is further enhanced as they enjoy playing with sand, looking at books and use a range of construction resources. They have great fun running through the woodland area and hopping in and out of the tires on the ground. Children enjoy pond dipping and hunting for bugs as well as painting the small wooden shed. Younger children enjoy bouncing on the trampolines and babies delight in watching the bubbles float through the air. These activities develop children's physical skills and encourage them to explore and be curious. Children participate in growing a selection of vegetables as they explore where food comes from. Toddlers develop their hand-to-eye coordination as they use tools and resources in the mud kitchen. Staff help them to count the items they put in their mixture and to take turns during this activity. Older children whilst playing outdoors, enjoy learning, copying and making up their own rhythmic clapping patterns. Babies, with adult encouragement, shake rattles and squeeze textured toys. These activities encourage children's early counting skills, and their personal and social development.

Children play with some information and communication technology, including a computer and programmable and interactive toys. These provide opportunities to enhance children's understanding of mathematical ideas. Children are developing a love of books and enjoy sitting and 'reading' stories to each other and listening to stories. The story bags enhance children's language development and increase their enjoyment of the stories. Children use their imagination as they enjoy role-play and express their creativity as they access a range of materials, such as boxes, fabrics and paper, to design and make models of their choice. However, while there are resources in some areas to promote children's early writing skills and understanding of information and communication technology, staff do not plan for children to use these in real life ways. Staff do not encourage children to use these in the role play area to write for a purpose, or to explore technology in their everyday lives. Sensory play is an integral part of the educational programme for all children. Children can explore painting with sponges, fruit and vegetables and table painting, playing with ice and other objects and materials using all their senses.

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

Children enjoy their time at the nursery. They run in happily as the dedicated and enthusiastic staff greet them and their parents on arrival. Staff know the children and their

families extremely well operating a 'key person' system that helps to build close bonds that lead to trusting relationships. Children clearly feel secure and develop confidence as they approach visitors curiously to ask who they are, and what they are doing.

Children show a good awareness about what constitutes a healthy lifestyle. Older and more able children are competent at managing their personal needs relative to their ages. They access the toilet, and wash their hands independently. Staff display good hygiene procedures as they use appropriate disposable clothing and gloves when nappy changing. Babies are cuddled and nurtured by sensitive staff, which enables them to progress in their learning and play. Staff follow parents' wishes regarding babies' feeding and sleeping routines. This promotes consistency of care between the nursery and home. Children enjoy the healthy snacks of fruit and cooked lunches because meals are freshly made and contain no added salt, sugar or preservatives. Staff dealing with food wear the appropriate clothing when doing so and hold relevant food hygiene safety certificates. The nursery is inspected by their local Environmental Health team each year and has received a five star rating. All staff are made aware of children's individual dietary requirements to promote children's well-being. The three week rolling menu is displayed in the entrance hall for the parents to view so that parents are aware of all foods their children will be offered. The nursery promotes healthy eating to children by displaying posters, having books freely available, and playing games about food. Topics further enhance children's understanding which includes healthy eating activities, discussions and sampling foods from around the world. Children display high levels of self-esteem and confidence. They access the drinking water which is freely available in all rooms. They show good manners when sitting at the snack and lunch table, learning skills for the future.

Staff are deployed well to meet children's needs and promote their positive behaviour. Staff are consistent and clear about behaviour that is acceptable. Relationships are strong at all levels and children are learning to respect and tolerate each other's differences. Children's behaviour shows that they feel safe and secure in the setting. Staff quickly praise children for their achievements to raise children's confidence and self-esteem. As a result of the consistent support and positive promotion of learning through play and enjoyment, children contribute well to their own learning and personal development. Children develop a good sense of how to keep themselves safe. They take part in an emergency evacuation drill and are aware of the safety measures needed when playing inside and outside. Children go out each day in the fresh air. They enjoy playing in the teepee and crawling through the tunnels as well as going to the park to feed the ducks. These activities promote their good health.

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

All staff have a good understanding of their responsibilities to ensure that the nursery meets the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage and have effective strategies to monitor their implementation. There is a good over view of the curriculum through monitoring of the educational programmes. This means that a broad range of experiences help children

progress to the early learning goals. These activities are based on a good, secure understanding of the areas of learning and how children learn. Arrangements for safeguarding children in the nursery are consistent and effective. Staff understand the child protection procedure and they know what to do if they are concerned about a child in their care. Clear policies and procedures are displayed and these are known and understood by all staff who have accessed appropriate safeguarding training. Staff are well deployed in the nursery and are very attentive when supervising activities and when children move around the nursery. Thorough risk assessments of all aspects of the nursery are in place, which promotes children's safety. Consequently, children play in a safe environment as staff understand their responsibilities. All legally required records are in place and well maintained.

Space, time and resources are organised and used well to meet the needs of children. The nursery manager provides strong leadership to the staff team, who are well motivated and work together closely to provide a welcoming environment where children's welfare, and learning and development needs are effectively met. Regular staff meetings, planning meetings, staff reflection and discussions allow staff the opportunity to contribute ideas that support the smooth and efficient running of the nursery. Self-evaluation procedures include views of all staff, and give a clear appraisal of the setting's strengths and areas for improvement. Staff have opportunities for regular training and their practice benefits from good supervision and support from management.

Partnership with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs. The entrance hall offers a good range of displays, information and resources for parents. Parents are highly appreciative of staffs work, praising the good communication they have and the regular information they receive. Staff hold regular parent evenings, speak to parents daily and use the key person diary system to exchange information. The diary system is also used for daily information such as child's food and drink intake, sleep times and activities. Parents are welcome, at any time, to view their child's files and photos are displayed in the hallway on the digital photo frame of children enjoying their time at nursery. This keeps parents fully informed about their children and what is happening at the nursery. Good communication with others involved in the children's care, such as childminders, health professionals and some school staff, helps provide a consistent and shared approach to children's learning. This benefits children's move through the education system to school. In particular, staff have good procedures in place for the exchanging of information with other agencies and parents to support children with special educational needs and/or disabilities. This ensures the children are strongly supported and their individual learning and development needs are met well.

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 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	EY310782
Local authority	Wiltshire
Inspection number	919966
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	132
Name of provider	Lynn Ashton
Date of previous inspection	02/06/2009
Telephone number	01985 214 286

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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.

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