

# Barnaby's Day Nursery

The Barn, Mearhouse Farm, New Mill, HOLMFIRTH, HD9 7HA

## Inspection date

30/07/2013

Previous inspection date

02/12/2009

## 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

- Staff have a good understanding of how children learn through play and exploration. Children are very eager to take part in a broad range of stimulating activities, both inside and outside.
- Children's personal, social and emotional skills are supported very well, owing to staff's understanding of each child's individual needs and the programme of activities, such as the Forest School activities.
- Children demonstrate that they feel safe, secure and happy in the nursery and arrangements for safeguarding them promote their welfare effectively.
- Children are welcomed into a warm, friendly setting, where they are valued and included to ensure they all progress very well. A very good partnership between the nursery and parents ensures key information is shared between them.

### It is not yet outstanding because

- There are few opportunities for children to extend their very good understanding of how print can be used in everyday life, such as in instructions or recipes.
- There is scope to enhance children's rapidly developing interest in books and understanding of how stories are structured to further develop their literacy skills.

## **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.

## **Inspection activities**

- The inspector observed activities in the three playrooms and in the outside learning environment.
- The inspector had discussions with a parent, children and staff.
- The inspector did a joint observation with the manager.
- The inspector sampled a range of documentation, including the self-evaluation form, children's records, safeguarding procedures, planning, policies and procedures.

## **Inspector**

Helene Terry

## Full Report

### Information about the setting

Barnaby's Day Nursery was registered in 2009 on the Early Years Register. It is managed by a private owner and operates from a converted barn situated in Holmfirth, West Yorkshire. Children are cared for in three playrooms located on two floors. The nursery serves the local community and surrounding areas and is accessible to all children. There are enclosed areas available for outdoor play.

The nursery employs 18 members of staff. All the staff hold appropriate early years qualifications at level 2 or above, except one member of staff, who is working towards her level 3 qualification. One member of staff holds Early Years Professional Status. The nursery opens Monday to Friday 7.30am to 6pm, all year round, except for bank holidays and one week at Christmas. Children attend for a variety of sessions. There are currently 82 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children, who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- provide more opportunities for children to learn that print has a meaning by focusing on print during activities, such as reading recipes when baking or reading instructions on packets
- provide more opportunities for children to develop an interest in books and understand how stories are structured, for example, by providing books that they have made or that contain photographs of themselves.

## Inspection judgements

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

Children are settled, happy and ready to learn because the staff provide a welcoming and stimulating environment. Staff understand that children learn through their play and the daily routine has a good balance of child-led and adult-initiated activities. Overall, interesting activities are made available that are suited to the children's stages of development. This means that children are very keen to be involved in the activities and are motivated to learn. Those children who speak English as an additional language or

who have special educational needs and/or disabilities are supported very well. Staff obtain significant words from home to support children in their home language. They also work with the local authority's inclusion team to ensure that all children make the best progress that they can. Consequently, all children make good progress towards the early learning goals, which prepares them well for when they move on to school.

There are effective systems to assess what children can do when they first start at the nursery and for their ongoing development. Parents are valued contributors to the children's development and they work closely with their key person to support the next steps in their child's learning. The progress check at age two is completed to successfully identify the needs of the children. Staff offer ideas about how parents can support children's learning at home through informal discussions when children are collected, at parents' evenings or through the regular newsletters. This enhances the two-way relationship in supporting children's learning.

Staff have a good understanding of effective teaching methods and use these to support children's learning. They provide good support during activities, so that as children play, they continue to learn. Staff plan activities that encourage children to listen and think critically. For example, after pre-school children have observed the butterflies in the butterfly house, they are asked whether they can draw their own butterflies on the whiteboard. Children enthusiastically engage in this activity by drawing their own representations of the butterflies. Staff further prompt their imaginations by asking questions, such as 'can you remember what colour the butterflies' wings are?' Children engage in much chatter between themselves about what they are drawing and this activity develops further into children drawing other insects, such as spiders in their webs. Staff introduce technology into the activity by asking the children whether they would like to take a photograph of their pictures. Those more able children use the camera themselves to take photographs, while younger children are supported to press the button on the camera to find out what happens.

Children have many opportunities to explore their environment and the world around them. They delight in attending the Forest School each week. On the visits to the woods, children take part in 'bug hunts', they climb trees and make giant bird's nests from the twigs and branches that they find. They also drink hot chocolate and observe staff making a fire in the pit, all within a safe environment. Staff also provide opportunities for children to do some art and craft activities in the woods, such as painting using mashed blackberries. Children also enjoy the garden allotment that they have helped staff create. Here, they help grow various fruit and vegetables, including strawberries, blackberries, raspberries, onions, beetroot and carrots. They use hosepipes and watering cans to help water the plants. Staff introduce mathematics into these activities, for example, as children pick the strawberries and raspberries, they are asked how many they have got in their tubs. Toddlers are also provided with lots of opportunities to play outdoors. They enjoy transporting water around the play area in a variety of containers. They learn about weight and capacity as they fill the basins. For example, as a toddler struggles to lift a basin full of water, a member of staff observes this and asks the child 'is it too heavy?' The member of staff encourages the child to problem solve by asking 'how can we make it lighter?' Children are given time to think and respond to extend their learning. The child is then encouraged to remove some of the water to make it lighter to enable them to carry

the water over to the water tray. Toddlers then delight in using this water to send toy ducks down the water chutes.

Babies are provided with lots of opportunities to explore using their senses. Staff provide them with treasure baskets to enable them to explore the different feel and textures of the objects. Babies also delight in sitting in the water tray, playing with the bubbles. Staff stimulate babies' interests by using jugs and funnels through which they pour the water and encourage babies to copy their actions. Staff encourage children's listening skills by using lively voices, being playful and singing rhymes to which children respond with smiles and by clapping their hands. As babies splash the water, staff introduce rhyming words, such as, 'splish, splash, splosh'. As a result, children's communication skills are enhanced.

Staff promote children's literacy skills well. Children enjoy books and they freely access the book areas. However, there is scope to further enhance children's interest in books and encourage their understanding of how stories are structured to further develop their literacy skills. Children are provided with lots of opportunity to draw, make marks on a variety of surfaces and the older pre-school children are writing recognisable letters of the alphabet. However, there are fewer opportunities to help children understand that words and print can be used for different purposes. This is because, for example, the staff do not always focus on helping children recognise their use in instructions or in recipes when baking.

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

Children settle well at the start of the day, showing that their emotional well-being is supported well. The effective key person system and friendly staff enable families to share information regularly. Babies' care routines, such as sleep times and nappy changes, are carefully managed according to their individual routines and warm relationships develop. Staff use a gradual settling-in period for new children to support their emotional development. Staff use this time to get to know parents and children well. Children are also supported effectively when they move from one room to another or onto school. The nursery holds 'transition evenings' with parents to ensure that children are fully supported. Transition forms, containing an overview of children's development, are passed on to children's new carers to ensure continuity of care and learning. For those children requiring further emotional support, staff display a family tree with photographs of important people in their lives. Children also access the 'feelings table' where they can look at books about significant events in their lives and play with resources that depict a variety of emotions, such as puppets with happy and sad faces. Through continual praise and encouragement, staff support children's good behaviour. Those young children finding it difficult to share and take turns are shown how to play cooperatively by positive role modelling by staff. As a result, children behave very well.

Children are effectively supported in developing skills in independence, consequently, children, particularly in the pre-school room, show high levels of independence. While toddlers can be seen to put on their own aprons and babies feed themselves. The pre-school children confidently serve their own lunch, tidy utensils away, wash their own cups

after snack and dress themselves for outdoor play. As a result, children are confident and are developing high levels of self-esteem.

Children learn that exercise keeps them healthy and staff ensure that it is part of their daily routine. They have access to the good facilities in the outdoor areas, including visits to the woods and the garden allotment. Children have access to wellingtons and waterproof outdoor clothing, so that they can access the outdoors during all weathers. They learn about safety throughout the activities. For example, they learn how to take risks in a safe environment as they climb and balance on the apparatus and take part in the Forest School activities. As they gather the raspberries in the allotment, staff remind them to look out for any wasps that may be hidden, so as not to injure themselves.

Staff use mealtimes as an opportunity to develop children's understanding of healthy eating and self-care. For example, pre-school children know to wash their hands before they eat, while the younger children are shown how to use face cloths. Children develop a good understanding of why it is important to eat a healthy diet and be physically active. They like the nutritious food provided and enjoy harvesting the food that they have grown in the allotment and helping to prepare and then eat their produce. The broad range of experiences enjoyed by children show that they are developing skills for their future.

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

The management and staff team demonstrate a good understanding of their responsibilities in meeting the requirements of the Statutory framework for the Early Years Foundation Stage. Staff are clear about the nursery's policies and procedures because these are regularly reviewed at staff meetings as part of their 'review a policy each month' scheme. Parents are also involved in this review.

Keeping children safe is a high priority. Staff regularly assess potential risks and take effective steps to minimise hazards for children through their risk assessments of all aspects of the nursery. Procedures for vetting staff are robust to ensure they are suitable to work with children. Staff have all completed safeguarding training and know about the procedures to follow should they have a concern for a child's welfare. Furthermore, all staff complete first aid training to ensure that children are protected. Safeguarding procedures are in line with the local safeguarding children board procedures and include procedures for whistleblowing. Procedures for performance management are effective. There are good systems in place to enhance staff's skills through identifying further training for staff at supervision and through the regular appraisal meetings. All staff, who hold a level 2 qualification in early years are currently working towards a level 3 qualification, to enhance their understanding and knowledge of children's development.

Procedures for the evaluation of the nursery provision are effective. Regular staff meetings and supportive management means that the views of staff are readily shared. There is an action plan that identifies the priorities for the nursery's future development, which provides focused, continued and systematic improvement. Areas identified for

improvement at the previous inspection have been addressed and show the nursery's commitment to continually improve. Parents and children are effectively involved in the evaluation of the nursery. Parents take part in online surveys and their views are also obtained through email. There are parent spokespersons, who help to collate the views of parents to feed into the development of the nursery. Parents have had input into the development of the outdoor play area and they also help to organise fundraising events for local charities. The management team effectively overviews the educational programmes to ensure that they meet the needs of all children. Room leaders ensure that all staff keep their key children's development records up to date to ensure that children make good progress.

Partnerships with parents are very strong. Parents are well informed about all aspects of the nursery through regular discussions, notice boards, newsletters and displays. To ensure that all parents can access information, some newsletters have been published in parent's home language. Parents express their appreciation of the staff's work and value the individualised care given to their children. They state that they feel their children have made 'good progress since starting at the nursery', that their children have 'grown in confidence' and that they particularly like 'the Forest School' aspects of the nursery. Effective partnerships with other professionals involved in the care and learning of the children ensure their individual needs are clearly identified and well supported through ongoing review. Staff establish secure links with the local schools to ensure children's continued development.

## 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

|                                    |                                |
|------------------------------------|--------------------------------|
| <b>Unique reference number</b>     | EY385285                       |
| <b>Local authority</b>             | Kirklees                       |
| <b>Inspection number</b>           | 925281                         |
| <b>Type of provision</b>           |                                |
| <b>Registration category</b>       | Childcare - Non-Domestic       |
| <b>Age range of children</b>       | 0 - 5                          |
| <b>Total number of places</b>      | 62                             |
| <b>Number of children on roll</b>  | 82                             |
| <b>Name of provider</b>            | Avril Elizabeth Lydia Rothwell |
| <b>Date of previous inspection</b> | 02/12/2009                     |
| <b>Telephone number</b>            | 01484 683083                   |

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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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