

The Barn Kindergarten and Out of School Club

Shrivenham Primary School, High Street, Shrivenham, Swindon, SN6 8AA

Inspection date	22/11/2013
Previous inspection date	23/02/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 setting provides a highly stimulating environment where children enjoy the wide range of interesting activities provided, enabling them to make good progress in their learning and development.
- Skilled staff develop strong relationships with the children and cater for their individual needs well through careful planning that takes account of their interests.
- Children feel secure and settle quickly because their physical and emotional needs are catered for well.
- Strong partnerships have been established with parents to enable them to support their children at home.
- The manager has developed a strong team of practitioners, and through careful evaluation identified priorities for continued development of the setting.

It is not yet outstanding because

- In group activities children are not always encouraged to use equipment themselves and this hampers their development of skills and independence.

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 spoke to parents and took account of their views.
- The inspector spoke to children and staff.
- The inspector reviewed a sample of the setting's documentation.
- The inspector held discussions with the manager.
- The inspector made a number of observations of activities, including undertaking a joint observation with the deputy manager.

Inspector

Edgar Hastings

Full report

Information about the setting

The Barn Kindergarten has been registered since 1994 and moved from Watchfield to Shrivenham in 2008. It is privately owned and run and meets in the newly refurbished Barn in the grounds of the Primary School at Shrivenham. The Kindergarten and Out of School Club has use of the whole building during opening hours. They have an enclosed outdoor play area and they also have regular walks to the local park and around the village. The Kindergarten and Out of School Club are open every week day from 8.00am to 6.00pm on a sessional basis. The Barn Kindergarten is in receipt of funding for nursery education for three and four year old children. There are currently 23 children on roll aged from two to four years of age. The day begins with the Breakfast Club from 8.00am to 8.35am then the Kindergarten is in from 9.00am till 3.00pm during term time. The After School Club meets from 3.00pm to 6.00pm. A holiday club operates on Wednesdays during the school holidays. The setting is registered on the Early Years Register and also on the compulsory and voluntary parts of the Childcare Register. The Kindergarten employs seven members of staff, including the owner, to work with the children. In the out of school club there are four staff including two drivers. Of the total staff, six have relevant Early Years qualifications. The Kindergarten receives support from the local authority Early Years Partnership.

What the setting needs to do to improve further

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

- encourage children in group activities to use resources and equipment themselves in order to develop their handling skills and to further support the development of their independence.

Inspection judgements

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

Children make good progress in their learning and development because staff provide a stimulating and interesting range of activities for them. Activities are frequently linked to children's particular interests and ensure their involvement and full participation in learning. Topics linked to space craft are especially popular and lead to enjoyable model making activities. Good quality resources are readily accessible for children to choose according to their interests, and provide good coverage of the seven areas of learning.

The outdoor area is well developed and equipped enabling children to engage in the physical challenges of climbing, balancing and jumping, as well as pursuing their natural curiosity through exploration. Children explore the muddy area, and examine insects and plants. They plant seeds to grow crops and sunflowers to develop an understanding of

growth and the seasons. Many visitors come to the setting to talk to children about the work they do, including a police officer, an air steward, and a fire fighter. Children enjoy helping the village caretaker as he keeps the environment litter free. The intake of 'international children' from service families enables children to learn about other countries and cultures. Their parents share their experiences by cooking some traditional foods for the children to taste. Good quality resources promote an understanding of cultural diversity in a positive way through family life and customs. Special activities are organised to celebrate different cultural festivals, including the Chinese New Year.

A well equipped reading corner encourages an interest in reading. Children choose books to take home to read with their parents every week. The role play area is popular as children play imaginatively and dress in outfits representing different occupations. Children's knowledge and understanding of letters and sounds develops well due the regular activities provided, using the same programmes as the local schools. Children recognise their names when self registering and from other places where it is displayed in the setting, such as on their coat peg and on their drawer. They can identify initial sounds when playing with magnetic letters whilst making impressions to form patterns with them in play dough.

Children show good personal and social skills as they sit together at the start of the day and share information about their experiences. The 'Person of the Day' celebration helps build confidence in speaking in front of the group, and values children's contributions and efforts. Children's counting skills develop well because of the regular opportunities staff provide to reinforce and develop their use, including in counting games played in the outdoor area. Early writing skills are developed through many mark making activities using a range of media, including paints and brushes, pens and pencils. Older children write their names unaided, showing the good progress they are making.

Staff support children's learning well through discussion and the effective use of questioning. They join in with children's play and make the occasions enjoyable and enabling for children to have fun and to learn through play. Teaching skills are good because adults use effective ways to help children learn and make good progress. However, on occasions staff tend to do things for children rather than allowing them to use the tools and equipment themselves. This limits children's development of skills as well as their independence. Staff provide a good balance of adult led and child chosen activities. Strong emphasis is placed upon developing children's speaking and listening skills through engaging them in conversation at every opportunity and through modelling language. Staff make regular assessments of children's progress and keep careful records. These are monitored frequently to ensure children make the appropriate progress. Most children make good progress from their starting points and are working securely within the expected band for their age. Planning is evaluated with success to identify the next steps in learning for all children.

Parents are kept well informed about their children's progress every term, and daily opportunities to discuss issues are provided. On admission to the setting parents share information about their child's development and interests through the 'Getting to know you' booklet. This enables staff to plan activities to meet children's needs and to establish starting points for assessment. Staff share ideas with parents about ways they can support

their children at home. This ensures a strong partnership for supporting children's learning and development.

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

The setting provides a warm and welcoming environment where children are cared for well by staff who have established strong and trusting relationships with them. The setting supports children's all round development. Parents share details of their children and their interests to ensure they quickly settle and their individual needs are met. Children who attend are very confident and integrate well because they are familiar with the routines and know their key person well. Staff all have high expectations of children's conduct and manage them in a very positive way. Children have a clear understanding of how to behave and consequently incidents of poor behaviour are few.

The friendly and enjoyable atmosphere encourages children to participate fully in the daily routines. Activities are enjoyable and provide opportunities for children to work co-operatively, and to take turns and to share. When certain activities are popular such as the computer, then sand timers are used so children have an equal time on the activity. This reinforces the principle of sharing and of fairness, to which children respond positively. Children are encouraged to do things for themselves to encourage and develop their own independence. They are encouraged to make choices, and to serve themselves at snack time and to pour their own drinks. Good hand washing procedures are in place to help children to wash thoroughly. They attend to their own personal needs, dependent on their age, and are encouraged to dress themselves for play outdoors. Good hygiene procedures are in place to prevent the spread of infection. Good attention is paid to supporting children who have food allergies; accidents are recorded and reported to parents. Evacuation procedures are practised regularly and recorded, and administration of medicine procedures are followed in line with the setting's policy.

A healthy lifestyle is promoted well with weekly menus displayed for parents to view. Snacks consist of different types of breads, fruit and vegetables. Children enjoy their snacks, and they are particularly popular with the After School Club children. The healthy lunch box policy is well supported by parents who ensure children have a balanced diet. The well equipped outdoor area is used daily to support an active lifestyle, as well as regular music and movement activities. The good progress children make in all areas of learning ensures that they are well prepared for the next stage of their education. Transition arrangements are good because of the strong links with the school and the preliminary visits children make.

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

The setting fulfils its responsibility for meeting the learning and development requirements well through its broad range of activities. They comprehensively cover all areas of learning. Experienced staff know the Early Years Foundation Stage Framework well and

use it effectively to provide an interesting and stimulating learning environment. Planning covers a wide range of activities to ensure children's interests are included. Regular evaluation of planning helps to inform future planning including children's ideas. Regular observations lead to careful assessment of children's progress by identifying what they have learned and what they need to do next. The tracking of progress enables the setting to identify any gaps in learning, and to take action to provide support where it is needed.

Staff at the setting provide a safe and secure environment for children to work and play in. They carefully monitor the access at the start and end of sessions, and the premises are secure at all times. Staff keep secure attendance registers so that all children can be accounted for throughout the day. They complete regular risk assessments to ensure the safety of premises and equipment, as well as for any outings that are organised. Children are involved in the process so that they can learn about keeping themselves safe, as this was an issue at the last inspection. Staff are all trained in safeguarding and child protection procedures and are aware of signs to look for that might be a cause for concern. Strict procedures are in place for the recruitment of staff, and all staff have been checked to ensure their suitability for working with young children. Staff are also all trained in the administration of first aid procedures, and an appropriate number have received food hygiene training. The required policies and procedures are in place and include the restrictions placed on staff regarding the use of mobile phones and cameras whilst in the setting.

Staff carry out detailed self evaluations at the setting, with support from outside agencies. These are used effectively to identify priorities for driving further improvement. The issues raised at the time of the last inspection have now all been addressed. The outdoor area has undergone a complete transformation and now provides some high quality resources to support children's development across all the areas of learning. Information sharing with parents is considerably improved through the 'Getting to know you' information booklet, and this is shared with all parents each term. A filing system has been introduced so that all staffing and children's records can be stored on the premises and accessible to anyone who has a right or professional need to see them. The action plan identifies areas for improvement including the acquisition of further resources to support learning. They plan to improve the outdoor area by extending the existing canopy to provide a larger covered area to enable a greater range of activities to be provided.

Staff development is given high priority through a regular appraisal system to identify strengths and areas for improvement. Additional training is identified where required. Staff are well motivated and frequently update their knowledge and skills, voluntarily, as part of their career development. This has a positive impact on the provision because of the new ideas and skills staff bring enthusiastically to the setting. Staff work well as a team through mutually supportive activities and interchanging duties and roles, and sharing ideas. As part of reflective practice staff carry out peer observations on one another whilst working with children to help improve teaching skills.

Strong links have been established with other pre-school settings that children attend, and information sharing enables staff to cater for their individual needs. The neighbouring primary schools also work closely in partnership to ensure a smooth transition when children are ready to move to the next stage of their education. The local authority

provides support and guidance, and links with a number of external agencies means the setting can locate support for children when needed.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY373527
Local authority	Oxfordshire
Inspection number	844372
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	26
Number of children on roll	23
Name of provider	Amanda Jane Oughton
Date of previous inspection	23/02/2009
Telephone number	07876617736

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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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