

Townsend Barn Nursery

Townsend Court, Poulshot, Devizes, Wiltshire, SN10 1SD

Inspection date	24/11/2014
Previous inspection date	21/05/2012

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 understand how children learn and provide a wide range of activities that are presented in different ways. As a result, children are busy and engaged in purposeful play and they make good progress in their development.
- Children's individual needs are met well because staff implement an effective key-person system and work closely with parents to ensure they are familiar with children's backgrounds and needs.
- Staff give high priority to safeguarding children and their ongoing safety. This helps to ensure children are protected from harm.
- The management team is strong and the manager regularly monitors the education programmes to ensure children receive the best care and education possible.

It is not yet outstanding because

- On occasions, staff do not use challenging questions or introduce new vocabulary to children. Consequently, children's communication and language skills are not fully extended.
- At times, staff do not always maximise the use of daily routines to extend children's growing 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all playrooms and the outdoor play area.
- The inspector held discussions with the manager and registered person and spoke with the staff and children at appropriate times during the inspection.
The inspector looked at the children's learning records, planning documentation, evidence of suitability of staff working within the nursery, a selection of policies and procedures, and a range of other documentation.
- The inspector undertook a joint observation with the manager.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Julie Swann

Full report

Information about the setting

Townsend Barn Nursery registered in 2011 and is privately owned and run by a partnership board. The nursery operates from a converted barn and serves Poulshot and the surrounding villages. There is an outdoor play area and access to the grounds surrounding the barn, including a woodland, nature garden, allotment and tennis court. The nursery has ten members of staff, which includes the manager who works directly with the children. The manager holds early years teacher status and seven staff hold appropriate early years qualifications to level 3. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. There are currently 61 children on roll in the early years age group, attending on a full- and part-time basis. The nursery supports children with special educational needs and/or disabilities, and who learn English as an additional language. The nursery is open each weekday from 8am to 6pm all year round, excluding bank holiday periods.

What the setting needs to do to improve further

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

- further develop children's communication skills by modelling and extending key vocabulary linked to activities, and by posing challenging questions to help children expand on their ideas
- offer children further opportunities to become more independent by supporting children to serve their own snacks and lunch.

Inspection judgements

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

Teaching is good. Staff have a secure understanding of how young children learn and plan a wide range of activities that follow children's interests and preferred ways of learning. Staff obtain good information from parents when children first start at the nursery so that they are fully aware of each child's developmental starting points. Staff then undertake thorough observations and develop the planning of activities around children's interests and individual next steps in learning. As a result, children make good progress across all areas of learning. Parents receive regular daily feedback and more detailed periodic written summaries and assessments showing them what their children have achieved. This includes the required progress check at age two. Staff invite parents to review their child's development record, and any areas where children may need additional support are then discussed. This effectively supports the next steps in children's development and promotes an effective shared approach to promoting children's learning.

Overall, staff use effective teaching methods to support children's communication and language. Children have ready access to a wide selection of age-appropriate story and picture books. Staff teach children how to handle and care for books, and this in turn enhances their early literacy development. Staff support children to form letters and sounds through songs, rhymes and stories. However, during the inspection, there were occasions when some staff were less confident with the aims of activities and the key vocabulary they could introduce. For example, children experimented with different-sized pans in the outdoor sand area, while making ice-cream, and younger children were excited as they shared with staff that they had found a 'pom-pom' while indoors. However, staff did not always consistently extend the activities with talk or ask challenging questions to help children expand their ideas. As a result, opportunities to develop children's communication and language skills are not always as rich as possible. Children have good opportunities to develop their mathematical thinking and concepts of shape and colours. Staff regularly talk with children about number, sorting and counting during play. For example, children showed confidence in counting beyond 10 during number games and staff encouraged children to take turns and listen to others, learning to work together. This is supporting children's cooperative skills.

Children have a range of opportunities to express their creativity through using a variety of arts and crafts materials. In addition, staff incorporate a broad range of opportunities for children to explore a variety of painting techniques and to use their senses as they explore resources such as dough, shaving foam and dried oats. These activities enhance children's experiences in exploring and investigating different tactile mediums and materials. Children develop their physical skills outdoors well. Children ride on wheeled toys and build with construction toys. Children were able to take risks and persevered as they explored and experimented with making ice from water. Children learn first-hand about the seasons, the weather and life cycles as they grow their own vegetables and visit the nursery chickens to collect eggs. This positively develops children's knowledge, respect and understanding about their environment and nature. As a result, children make good progress in their learning and are well prepared to move onto school when the time comes.

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

The key-person system is well embedded and staff are effectively deployed throughout the nursery. Children are developing secure attachments because staff are very caring towards them and treat them with respect and affection, which helps children to develop positive relationships with adults and each other. This means that children settle quickly and build strong bonds with their key person. Staff act as good role models for children and children learn to behave very well because staff provide secure boundaries, so children know what staff expect of them. For example, staff rewarded children's efforts and achievements with meaningful praise and the act shared with the whole group at discussion time. As a result, children develop high levels of self-esteem and learn to value one another. Through play and routines, children are beginning to develop an understanding of how they can keep themselves safe. For example, they practise fire

evacuations and they know not to run indoors and to pick up the toys so that they do not fall or trip over them. Children move freely between areas within their base rooms throughout the day, including the outdoor provision. As a result, children are active learners and demonstrate that they feel safe and secure.

Staff have a good understanding of the importance of good hygiene practice, which they pass on to the children. The nursery chef provides children with healthy nutritious snacks and meals and staff are fully aware of any allergies. Milk and water is also available throughout the day. Children have a secure awareness of healthy practices as they wipe their own noses and wash their hands after personal care, before, and after food, usually without reminding. Children independence and self-help skills are developing. For example, before playing outside, children found their own coats and hats which they put on with minimal help from staff. However, at times, staff do not always use the daily routines to fully promote children's emerging independence. For example, meal times are a missed opportunity for children to develop their independence further by assisting staff to lay the table, serve their own food and to clear away their own lunch plates. Staff display menus for parents to see, all meals are cooked on the premises, and all food is fresh and includes vegetables that are grown by the children. Children engage well in their outdoor environment to promote their physical development and well-being. Children enjoyed imaginative play using crates outdoors to build an assault course. Staff allowed children the freedom to develop their own ideas and gave them time to act out open-ended play, enabling them to fulfil their imagination and learn in a fun way.

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

The provider and manager have a good understanding of their role and responsibilities about meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have attended safeguarding training and staff clearly know and understand the nursery safeguarding policies and procedures. In addition, the manager ensures that all parents are made fully aware of the nursery's duty of care to act in the child's best interests at all times. The manager completes robust recruitment and identity checks for all staff in contact with the children to ensure their suitability. An effective induction, supervision and appraisal process follows this to build on staff's existing strengths and highlight any areas for development. The provider has comprehensive policies and procedures in place that include mobile phone and cameras, complaints and e-safety. Policies are also on display and made available to parents to ensure they are clear about how the nursery runs and how their children are cared for. The provider shares thorough risk assessments with all staff and parents, and closely monitors all previous injuries, accidents and incidents that may occur. As a result, children are cared for in a safe and secure environment.

The manager monitors the educational programmes and children's individual 'learning journals' regularly. The manager supports staff to track children's development effectively and to recognise any gaps in their progress. Staff meet as a team weekly to complete all planning and this is adapted to meet all children's interests and stage of development.

This helps staff to monitor children's skill and abilities. Consequently, children make good progress in their learning and development. The manager and staff use self-evaluation and quality assurance plans to identify the nursery's strengths and areas for improvement. Parents, staff and children are involved in the self-evaluation process. The manager asks for their opinions using questionnaires and daily informal feedback. This shows the provider's and the manager's strong commitment and capacity to make improvements. Good partnerships with a wide range of professionals are evident at the nursery and this has a positive impact on the learning, development and welfare of individual children. Parents spoken to during the inspection were very complimentary about the nursery, staff and strategies employed to keep them informed. They felt their children are making good progress while several parents pointed out that they travel out of their way to enable children to attend.

The provider has established good relationships with local schools and welcomes visits from teaching staff. This provides very good support for children who are moving into full-time school. Staff exchanges information using a transfer document and discussions strategies with the child's new teacher to support children who have special educational needs and/or disabilities. These close partnerships support children as they move onto the next stage in their learning. This ongoing support enhances continuity of care and maximises learning opportunities for all children.

The Childcare Register

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY439507
Local authority	Wiltshire
Inspection number	824435
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	61
Name of provider	Malcolm Kirkland Nichols & Caroline Nichols Partnership
Date of previous inspection	21/05/2012
Telephone number	01380828436

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

