

Bar Bar Nursery Limited

The Old Tennis Pavilion, Stratford Park, STROUD, Gloucestershire, GL5 4AF

Inspection date	09/01/2015
Previous inspection date	15/03/2012

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

- The key person system is very effective and means that each child's unique care, learning and development needs are identified and met through good partnerships with parents.
- Staff have a good knowledge of how young children learn and use observation and assessment effectively to reflect children's next steps in learning. This means that children make good progress in all areas of learning in relation to their capabilities.
- Children develop positive and confident attitudes to learning due to their secure relationships with enthusiastic and caring staff who use all opportunities to promote children's personal, social and emotional development.
- Staff effectively and sensitively support children in settling in and moving on to another room, so children settle quickly and are happy in their new surroundings.

It is not yet outstanding because

- Staff do not maximise opportunities in the outdoor areas to extend children's learning.
- There is scope to develop the monitoring and coaching of individual staff to promote consistently high teaching skills throughout the setting.

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 the two play areas and the outside learning areas.
- The inspector had discussions with one of the owners, the joint deputy managers, staff, children and parents.
- The inspector invited the joint deputy managers to hold a joint observation.
- The inspector sampled a range of documentation including self-evaluation plans, children's records and planning, safeguarding procedures and a range of policies.
- The inspector checked evidence of suitability checks and qualifications of staff working with children.

Inspector

Jan Harvey

Full report

Information about the setting

Bar Bar Nursery at Stratford Park, Stroud opened in 2008 and re-registered in 2011 on becoming a limited company. The privately run nursery is one of three settings owned by the providers. The nursery is situated within the grounds of Stratford Park, adjacent to the leisure centre. The self-contained premises are split over two levels. Younger children are cared for on the first floor, which is accessed using an outdoor staircase. The nursery has its own small, outdoor play space at ground level with grass and hard standing surfaces and a first-floor terraced area that children can use. The nursery is open from 8am until 6pm all year round, apart from bank holidays. The nursery receives funding for the provision of free early education for children aged two, three and four. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 39 children on roll aged from three months to four years. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The two owners employ a team of 12 staff, including a manager, to work directly with the children. Of these, nine hold recognised level 3 qualifications in childcare and two hold level 2 qualifications. The manager and one of the owners hold Early Years Professional Status. The other owner holds a recognised level 3 childcare qualification.

What the setting needs to do to improve further

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

- maximise learning opportunities, for example, by introducing more written words and numerals, and more natural items and materials for children's imaginative play
- strengthen the use of supervision and coaching of staff to raise teaching skills to a consistently high level.

Inspection judgements

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

Enthusiastic staff know how young children learn and provide them with good support in their learning and development. Staff have high expectations for children and motivate them to engage in their play and to follow their own particular interests. Children benefit from easily accessible resources and well-planned experiences across all seven areas of learning.

Staff engage well with new parents to learn about children, their routines and interests. Staff complete regular and precise assessments of babies and children and use these

effectively to plan suitably challenging activities. Staff actively promote inclusion as they acknowledge and value differences, ensuring that their planning takes account of children's individual needs. Staff recognise children's cultures with respect and share them with the other children. For example, staff ask children, 'What language shall we use to say hello today?' and children say 'Bonjour' to each other in French.

Babies thoroughly enjoy exploring in a clean, rich and well-equipped environment that stimulates their learning. There is a sharp focus on helping babies and young children to acquire and extend their communication skills, and on supporting their physical, personal, social and emotional development. The staff's excellent interactions with babies and children are purposeful. Staff watch and listen very carefully to each child, giving them the time they require to make their discoveries and share their thoughts, decisions and feelings. They speak to them constantly about what they are doing and are gentle and enthusiastic as required. As a result, babies and the youngest children feel fully valued. Records show they make good progress in their learning.

Children of all ages enjoy looking at books alone, with friends and together with staff in the inviting book areas. They talk about the pictures and make up stories as they look at books. Older children start to recognise familiar letters and staff promote this in conversations, such as 'Which season starts with a 'w'?', and children say, 'Winter!' Children enjoy playing feelings game where each child chooses a picture to show whether they feel happy, sad, angry or excited and explains why they feel this way. This helps children to learn about emotions and to develop their language skills.

Pre-school children concentrate and become engrossed in their chosen activities, and are active and curious learners. They have good opportunities to explore and investigate in the play areas, which are well thought out and developed to incorporate children's interests and ideas. For example, older children enjoyed making marks in paint using a variety of cars, diggers and tractors. Children were fascinated with the effects they made and staff valued these positively and talked with the children about them. This activity developed children's physical skills to handle small moving items and promoted their creativity and imaginations. Skilled staff extended play by introducing new words such as 'tracks', 'rolling' and 'wider' and developed younger children's knowledge of colour names and size. They challenged older children to mix the colours and guess what new colour it might make. Staff make good use of activities, rhymes and routines to use numbers and counting with the children. For example, they encourage children to count in circle time, as they line up for the toilet, and count how many currant buns are left during a song. This means children are acquiring the skills, attitudes and dispositions they need to help prepare them for their next stages in learning or school.

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

Staff work well with parents to help children settle. They use detailed 'communication passports' filled out by parents as well as children's 'All about Me' sheets. This information along with staff's own observations gives useful information for planning the next steps in children's learning. An effective key person system supports the development of secure

relationships at all ages. Children receive good levels of care because staff know their children well. Each child has a key person and a buddy who steps in when required. Parents are given information about their child's key person and buddy in photographs when children move downstairs to pre-school or a staff member leaves. This ensures that both parents and young children are comfortable with the well-established routines. All children build close bonds and emotional attachments with their key person.

Children's behaviour is very good. Staff are good role models and use gentle reminders of expected behaviour. Staff notice when children are behaving well and praise them, which boosts their self-esteem and reinforces their positive behaviour. Staff understand that children become engrossed in their play and so give five minute warnings to prepare them before tidying up. They sing a tidy up song to motivate children and help them understand the routine. Children take pride in their room and look after resources. Staff are very polite with children and treat them with respect. For example, they say, 'You've done a very good job for me today. Thank you. Well done.'

Children's health is promoted through good hygiene routines. Staff caring for younger children have very high standards of hygiene and care practice so babies and children are clean, comfortable and demonstrate that they feel happy and safe. Older children wash their hands with little prompting. They access tissues for themselves when they need to wipe their noses and put the used tissue in the bin. Staff encourage all children to find their wellingtons themselves and have a go at putting them on. Staff are enthusiastic about going outside to get some fresh air and teach children about the benefits through useful discussions. Staff use a wide range of resources to support children's learning in both the indoor and outdoor environments. However, staff do not maximise the opportunities for learning in the outdoor areas. For example, there are limited resources related to numbers, words and labels, and natural items and materials for children's own imaginary play.

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

The owners and management team demonstrate a good understanding of their responsibility to ensure that staff fully implement all the requirements of the Early Years Foundation Stage. Since the last inspection, staff have strengthened their knowledge and conduct precise observations and assessments on their key children. Staff clearly identify children's next stages in learning and ensure these are discussed and agreed with parents. Planning, therefore, is effective for all children and covers the seven areas of learning. The manager has effective systems in place to monitor the breadth and quality of the curriculum. This includes the tracking and analysis of each child's next steps in learning to identify any child or groups of children who may need extra support. This means that all children, including those with special educational needs and/or disabilities or who speak English as an additional language, receive good support to close any gaps in learning.

There are robust recruitment procedures to make sure all those working with children are suitably vetted and well qualified. New staff and management carry out a thorough

induction procedure that includes what to do if they have a concern about a child and the procedure to follow. This, along with good daily risk assessments of the premises, helps staff identify and address any risks to keep children safe from harm. For example, after a recent break-in, staff have put in safety strategies to keep children from playing near a broken gate until it is fixed and safe.

Through staff appraisal and supervision, management ensure that staff are improving their understanding and teaching practice so that children make the best possible progress. They have introduced a staff 'star of the month' award to keep staff motivated. Staff teaching is good, and some is outstanding. However, there is scope for management to strengthen the mentoring and coaching of staff, to develop consistently high quality teaching throughout the whole nursery.

Management and staff complete effective self-evaluation and, as a result, they routinely make good use of a range of monitoring activities relating to the provision. The management has effective systems in place for staff, parents and children to reflect on the service it gives to identify areas for development to improve outcomes for children. For example, current action plans include widening the range of outdoor experiences available to children, strengthening the medication policy and introducing song cards for parents to share with their children at home.

Parents contribute to initial assessments of their child's starting points on entry and they are kept well informed about their progress. Staff are proactive in sharing details about children's learning and care with parents, shared carers and other professionals. Parents welcome the good provision for their children and appreciate the 'enthusiastic, friendly and caring staff'. As a result, there is a clear partnership established between parents and staff, which has a great impact on how children are supported.

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. 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	EY430712
Local authority	Gloucestershire
Inspection number	823627
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	49
Number of children on roll	39
Name of provider	Bar Bar Nursery Ltd
Date of previous inspection	15/03/2012
Telephone number	01453840474

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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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