

Barley Barn Sawbridgworth

4 Bell Street, Sawbridgworth, Hertfordshire, CM21 9AN

Inspection date	19/11/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- The provider does not adhere to minimum staff ratios at all times to ensure children's safety and well-being.
- Staff are not always adequately deployed to ensure that children are effectively supervised in order to meet the needs of children of all ages.
- Planning is not fully developed to provide activities and learning experiences that consistently reflect the individual needs of all children attending the nursery.

It has the following strengths

- Parents are complimentary about the nursery and they are welcomed into 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 children's play and staff interaction, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's action plan and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Clair Stockings

Full report

Information about the setting

Barley Barn Sawbridgworth was registered in 2014 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a large converted house in Sawbridgworth. There is an enclosed area available for outdoor play. The nursery serves the local area and is accessible to all children. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. There are currently 135 children on roll with 103 attending who are in the early years age group. The nursery supports a number of children with special educational needs and/or disabilities. The nursery employs 24 members of childcare staff. Of these, three members of staff hold an appropriate early years qualification at level 2 and 19 members of staff hold qualifications at level 3 and above.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure minimum staff ratios are met to maintain children's safety and well-being
- ensure that staff deployment provides adequate supervision and support in order to keep children safe and to meet their individual needs
- improve the planning to ensure appropriate activities are provided, which take account of children's individual skills, interests and build on their progress

Inspection judgements

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

Staff have an understanding of the learning and development requirements. They observe the individual children's progress and record their development in their profile folders. However, they do not always use these assessments effectively to plan and provide relevant experiences to consistently meet the individual learning and development needs of all children. As a result, become disengaged in the activities provided. The key-person system supports effective links with parents and carers. Staff obtain information about the children's interests when they start and provide resources to aid children's settling in and initial assessment process. Staff communicate with parents on a daily basis through discussion and effective use of a home-link book that supports a two-way flow of information. This approach successfully engages parents in their children's education.

The quality of teaching and learning throughout the nursery is variable and, as a result,

children's learning experiences are different in different areas of the nursery. In the baby room, staff place a range of interesting toys around babies to encourage them to explore the space around them. They are curious about the toys that have buttons and make a noise. They smile as the toys light up and produce sounds as they touch buttons. This helps them develop an understanding of how things work. In the kindergarten room, staff promote the communication and language skills of all children, including those who have special educational needs and/or disabilities. For example, the children eagerly join staff in singing familiar action songs and rhymes. In the pre-school, children have valuable opportunities to enjoy a range of purposeful and enjoyable activities to help develop confidence and build their skills through the playful teaching of staff. However, at times, the deployment of some staff is poor, which results in a failure to recognise the needs of children in their care. For example, mid-morning, some children in the kindergarten room fail to engage in activities and prefer to wander around aimlessly, leading them to take part in negative behaviour, such as, hitting and pushing each other. This behaviour creates an environment which is often chaotic and disorderly, which in turn hinders learning and puts children at risk of hurting themselves or others. Consequently, children do not make sufficient progress towards the early learning goals in readiness for school.

The indoor environment is organised to allow children to freely access a basic range of toys and resources covering all areas of learning. Children explore and play, displaying emerging levels of independence and self-confidence, choosing from the range of resources offered. Children play outside on a daily basis and the outdoor area promotes children's developing physical skills and confidence. There is a suitable mix of adult-led and child-initiated play experiences, which encourages children to be active learners as they move freely between activities of their choice.

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

New starters settle into the nursery as staff take account of information about individual children's care needs obtained from parents. A key-person system is in place to help children build relationships with their special member of staff, to support their emotional needs and be motivated to learn. However, during breakfast club in the pre-school room the organisation of staff does not provide enough supervision and support for children. This results in a chaotic environment and some children displaying emotional distress during this period. Consequently, children are not sufficiently supported to be ready for school.

Staff provide nutritious snacks, which include fruit and vegetables, and children's individual dietary requirements are met. Children have daily access to outdoor play. This assists in supporting their understanding of how to maintain a healthy lifestyle. Older children are beginning to learn to look after themselves as staff encourage and praise their attempts to put on their shoes and coats independently.

Children learn to move around safely indoors as babies and toddlers wander between rooms and older toddlers learn to climb the stairs to their playrooms. This supports

children's physical skills and to gain an understanding of risk without being fearful. Children learn about safety and regularly practice the fire evacuation procedure. Complying with these expectations means children have some emerging skills to underpin their eventual move to school.

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

The inspection was brought forward by Ofsted due to a number of concerns raised. The inspection found that the provider does not adhere to minimum ratios at all times to ensure the safety and meet the needs of all children. This is a breach of welfare requirements. Appropriate systems are in place for recruitment, which ensures that all appropriate checks are undertaken on those working with children. Staff have a knowledge and understanding of the safeguarding children procedures and have completed training to ensure their knowledge is up to date. Children are protected in the event of an accident because a number of staff have a current paediatric first-aid certificate. Children play in a secure, safe environment where staff complete daily safety checks and regularly review risk assessments to promote their welfare. He has a written procedure for dealing with concerns and complaints from parents and keeps a written record of any complaint and its outcome. The provider is aware of significant events and changes to the provision that must be notified to Ofsted.

The manager monitors staff performance informally through observations and working alongside the staff. Staff are supported to attend some relevant courses and gain additional qualifications. Suitable induction procedures are in place to support new staff and students and to help them understand their roles and responsibilities. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. While the provider has an understanding of the responsibilities to meet the learning and development requirements, the system for monitoring the quality of the provision is yet fully not robust. The management team demonstrate a commitment to the continual development of the whole provision and is beginning to identify priorities for improvement. However, the system of self-evaluation is not fully developed to help ensure that children benefit from continued and improved practice in all areas. For example, although the nursery has started to identify some realistic future targets for further development, they have not yet been fully implemented to enhance the provision for children.

Staff form positive relationships with parents, and as a result, parents speak positively of the care and learning their children receive. They are kept up to date about their child's learning and recent management changes through daily verbal feedback and email updates. Staff establish effective relationships with other professionals and external agencies so that they support children's needs and help them to provide continuity of care and learning. Links with other providers are in place to further aid children's progress and development through a consistent approach.

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	EY478927
Local authority	Hertfordshire
Inspection number	997807
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	70
Number of children on roll	135
Name of provider	AllGold Investments Ltd
Date of previous inspection	not applicable
Telephone number	01279 600966

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

