

Barbar Nursery Limited

Rosary RC Primary School, Beeches Green, STROUD, Gloucestershire, GL5 4AB



Inspection date

11 June 2015

Previous inspection date

1 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff create a warm and welcoming environment and get to know the individual children very well. This helps children to feel secure and form trusting relationships.
- Staff have a good knowledge of how children learn and use observation and assessment effectively to reflect children's next steps in learning.
- Staff have a strong commitment to keeping children safe, and have good safeguarding and child protection knowledge.
- Staff promote children's good health by providing plenty of opportunities to be out in the fresh air and to learn about the importance of a healthy lifestyle. Children tell others about germs and talk about their wholesome snacks, for example.
- Partnerships working with others are robust. Parents feel welcome and appreciate regular exchanges of information about their children's care and learning. This helps to provide continuity in children's learning at nursery and at home.
- The provider and the manager take time to reflect on their practice and have a strong commitment to improve. For example, they intend children to access different parts of the garden and for the manager to be excluded from the child to staff ratio so she can support staff further.

It is not yet outstanding because:

- Staff do not always develop fully children's understanding of how sounds link with letters.
- Staff do not always organise group time effectively. Younger children who are new to the nursery occasionally find it difficult to settle and adjust to the new routine.

What the setting needs to do to improve further

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

- ensure staff teach children to understand letters and sounds consistently
- organise group time to ensure younger children who are new to the nursery are helped to settle and become familiar with new routines, and be fully engaged in their experiences.

Inspection activities

- The inspector viewed the areas where childcare takes place, including the toys, equipment and resources children use, and observed interactions between the staff and children.
- The inspector observed activities in the playroom, the outside covered play area and the top garden, and undertook a joint observation with the manager.
- The inspector held meetings with the manager and had discussions with an owner, staff, children and parents.
- The inspector checked the evidence of the suitability and qualifications of staff and of the provider's self-evaluation and improvement plans.
- The inspector sampled a range of documentation including children's records, planning, written policies and information from parents' surveys, and discussed safeguarding procedures.

Inspector
Angela Cole

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

The quality of teaching is good. Staff join in children's chosen play and challenge them to think. As a result, staff plan well to help children to settle and make good progress. Familiar adults motivate young children to try things for themselves so they learn concentration and coordination, for example, when gluing various textures. Staff challenge older children to test ideas through trial and error, such as learning about design using different shaped bricks. Children's language is well supported as staff engage them in interesting conversations. Staff are positive role models, speaking in clear sentences and making eye contact as they talk with children. Children have good opportunities to develop their literacy skills, reading books and drawing. Children learn from each other in joint activities, such as mixing colours to paint. Children persevere and develop positive attitudes to learning that help them get ready for school.

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

Staff support children well through consistent care and routines that meet their individual needs to a good standard. Children form strong bonds with staff so they gain confidence and self-assurance. Staff offer much praise and sensitive guidance so children manage their feelings, make friends and behave well. They encourage children to develop independence wherever possible so that children help younger ones. Children explore the ample resources with enthusiasm and use their imagination vividly. Children develop a very good understanding of the importance of physical exercise and about managing their own hygiene and personal needs. Staff teach children how to keep themselves safe, including as they climb and balance. Children develop a good understanding of how to manage appropriate risks in their play.

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

Staff provide good quality care and education. This means they give strong support to enhance children's learning and development, particularly for those learning English as an additional language. The small staff team works well together, providing constant supervision to help keep children safeguarded and support their learning. Staff feel valued. Continuous supervision helps to improve staff effectiveness and identify areas for their professional development. Staff attend well-chosen training to update their knowledge and develop their teaching skills. Management and staff use effective ways to evaluate the quality of the provision. They check children's progress weekly to address any gaps in their development. Staff work closely with other professionals supporting children, having improved this since the previous inspection. Parents are highly involved in their children's early education and are extremely appreciative of the staff's care and support.

Setting details

Unique reference number	EY430748
Local authority	Gloucestershire
Inspection number	823630
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	37
Name of provider	Bar Bar Nursery Ltd
Date of previous inspection	1 December 2011
Telephone number	07532136525

BarBar Nursery opened in 2005 and re-registered as a limited company in 2011. It is one of three privately owned provisions of the BarBar Nursery Group. The nursery is located in the grounds of The Rosary School in the Beeches Green area of Stroud, near Gloucester. The nursery opens each weekday during term time from 8am to 6pm. It receives funding for the provision of free early years education for children aged two, three and four years old. The nursery offers before- and after-school care. There are four members of staff working directly with the children. Of these, three have appropriate early years qualifications, including the manager.

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