

<b>Inspection date</b>	28 November 2016
Previous inspection date	13 May 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager has a good understanding of how to use self-evaluation to identify areas of further development, to ensure outcomes for children continue to improve.
- All staff have a thorough understanding of their roles and responsibilities in keeping children safe. Staff follow robust policies and procedures to ensure children's welfare is maintained at all times.
- Children develop strong bonds with staff, to support their emotional well-being. For example, staff follow younger children's individual care routines well, to help them settle happily into the nursery environment.
- All children, including those who have special education needs, make good progress in their learning and development. Staff are particularly skilled at helping children who have lower starting points in their communication and language, to catch up quickly.
- Older children benefit from opportunities to learn how to do some things for themselves and gain good levels of independence. This helps to prepare them well for their next stage in learning including their move to school.

### It is not yet outstanding because:

- Staff do not share information effectively with other early years settings children attend to develop a joint approach to their learning and care.
- Staff do not consistently share information with parents about how they can extend their children's learning at home.

## What the setting needs to do to improve further

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

- develop relationships with other early years settings that children attend to support a joint approach to their learning and development
- create effective opportunities to share information with parents to help support children's learning at home.

### Inspection activities

- The inspector spoke to staff, children, the management team and the provider at appropriate times during the inspection.
- The inspector observed children's play and staff interaction with children, and viewed the toys, resources and equipment.
- The inspector took account of the views of parents, spoken to on the day of the inspection.
- The inspector completed two joint observations with the manager.
- The inspector checked evidence of the suitability of the staff team, looked at a selection of children's records, and discussed safeguarding procedures and the self-evaluation process.

### Inspector

Tara Naylor

## Inspection findings

### Effectiveness of the leadership and management is good

Since the last inspection, the management team has successfully addressed the actions and recommendations made. The arrangements for safeguarding are effective. All staff understand their roles and responsibilities in keeping children safe, and what action they would take if they had concerns about a child's welfare. The manager helps staff to maintain good practice. For example, she provides a thorough induction process for new staff and meets regularly with them to review their training needs. She monitors children's progress carefully. The manager provides children with a good-quality learning environment. She reviews the quality of the nursery regularly, and gains the views of parents and children to identify areas of improvement. For instance, improvements made to the outside play area give children more opportunities to develop their physical skills.

### Quality of teaching, learning and assessment is good

Staff are well qualified and use their knowledge and experience to plan activities that engage and motivate children's play. For example, children are excited to go on a nature walk, as staff teach them about the habitats of insects. They help children observe lizards, spiders and centipedes. Staff use this opportunity to introduce positional language to younger children, such as 'under' and 'over', as children follow instructions well in their search. Staff teach children how to use technology purposefully in their play. For instance, older children find favourite story audio discs and learn how to play and eject them confidently when using the compact disc player. Staff make regular observations of children's learning. Where children are identified as not making typical progress, staff quickly put plans in place to help them catch up.

### Personal development, behaviour and welfare are good

Staff are good role models to children and provide them with a welcoming environment, where children's individual needs are respected and valued. Babies develop good relationships with staff, who provide them with cuddles and reassurance, to support their emotional development effectively. All children behave well and show kindness towards each other. For example, they take turns with toys and resources and learn to value the needs of their friends well. Staff create opportunities for children to learn how to be independent from a young age. For instance, babies learn how to feed themselves finger foods, as they gain confidence in their good physical coordination skills.

### Outcomes for children are good

All children, including those who have special education needs, make good progress in their development. Children are curious and enthusiastic learners, who are engaged and motivated in their play and learning. Older children are prepared well for school. They develop an interest in the natural environment and gain confidence in their own abilities.

## Setting details

<b>Unique reference number</b>	EY282743
<b>Local authority</b>	Surrey
<b>Inspection number</b>	1028557
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 10
<b>Total number of places</b>	59
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Barnkids Limited
<b>Registered person unique reference number</b>	RP524111
<b>Date of previous inspection</b>	13 May 2013
<b>Telephone number</b>	01428 685633

Barnkids originally opened in 1996 and re-registered in 2004. It is a Private Limited Company offering nursery schooling with additional wrap-around care including daycare, an after-school club and holiday club, in Chiddingfold, Surrey. Barnkids is open 8am to 6pm on Monday to Friday for 46 weeks of the year. The nursery school operates from 8.30am to 3.30pm and the after-school club from 3pm to 6pm. Holiday care is provided during some school holiday periods. There are 21 members of staff who work with the children. One member of staff has qualified teacher status and two hold early years professional status. A further nine members of staff have appropriate early years qualifications to level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

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