

# The Barn Day Nursery

St. Ives School, Higher Tregenna Road, St. Ives, Cornwall, TR26 2BB



## Inspection date

24 July 2017

Previous inspection date

9 March 2015

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|---|-------------------------|--------------------|----------|
|   | Previous inspection:    | Good               | 2        |
| Effectiveness of the leadership and management                |                         | Outstanding        | 1        |
| Quality of teaching, learning and assessment                  |                         | Outstanding        | 1        |
| Personal development, behaviour and welfare                   |                         | Outstanding        | 1        |
| Outcomes for children   |                         | Outstanding        | 1        |

## Summary of key findings for parents

### This provision is outstanding

- Staff are highly effective at developing and extending children's learning. They rapidly take advantage of children's interests, to provide challenging and stimulating learning experiences. Staff skilfully ask questions that encourage children's curiosity, imaginations and problem-solving skills.
- Children's learning is enhanced by the extremely wide range of experiences that the staff provide. These include outings to beaches, parks and woods in addition to swimming, dance and music sessions.
- The approachable and caring staff team helps children settle into the nursery extremely quickly. Children feel very safe and secure, and they develop very strong bonds with their key persons.
- The management team is highly effective in supporting and encouraging the professional development of staff. The team closely monitors practice and the accuracy of assessments of the children. Consistently high standards of teaching are achieved and the learning needs of children are met extremely well.
- Staff thoroughly monitor children's progress. They quickly identify if any children need additional support and work in close partnership with parents and other professionals. Together they ensure that all children make strong progress from their starting points.
- Partnerships with parents are very warm and strong. Staff make parents very welcome. Parents say that they feel extremely well informed about their children's activities and progress. Children's progress records are very accessible to parents and they add their own observations to inform staff planning.
- There are highly effective links with local schools and other childcare providers, to ensure children receive consistent experiences.

## What the setting needs to do to improve further

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

- increase opportunities for children to practise their self-help skills further in readiness for moving on to school.

### Inspection activities

- The inspector engaged in discussion with the nominated person, the manager, staff, children and parents.
- The inspector viewed the premises, toys and equipment, indoors and outdoors.
- The inspector sampled documentation, including children's records, staff qualifications and safeguarding procedures.
- The inspector observed interactions between staff and children.
- The inspector carried out a joint observation with one of the managers.

### Inspector

Lynne Bowden

## Inspection findings

### Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff are knowledgeable about the procedures to follow if they have any safeguarding concerns. Managers are extremely supportive of staff development. They ensure that staff receive effective and regular supervision. Well-focused training helps staff introduce highly effective teaching methods, including involving children in identifying how they learn best. Staff constantly reflect on their practice and provision, to maintain their high standards. They recognise the need to equip older children with further skills and confidence to cope with future changes to routine, such as school dinners when they move to school.

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

Staff use assessments exceptionally well to monitor children's progress and identify their next steps, to ensure all make strong progress from their starting points. Staff provide highly challenging activities, including den making and woodwork, to encourage children to develop their coordination, solve problems and consider how to behave safely. Staff are highly skilled at questioning and use the wide range of resources exceptionally well to enable children to explore and learn from their interests. For example, when children chose to paint a tiger, staff extended their thinking and learning highly successfully by asking 'If you could ask it one question, what would it be?' The response of 'Where do you live?' led to an enthusiastic internet search of tigers and their habitats. Staff notice toddlers' interests. For example, when they noticed their interest in how things move when thrown, they quickly provided beanbags and a target. Toddlers were fascinated as they aimed and threw the beanbags, developing their physical and coordination skills.

### Personal development, behaviour and welfare are outstanding

The nursery is exceptionally welcoming. Children enter happily, and newcomers settle quickly and enjoy exploring. Staff sensitively encourage babies' attempts to feed themselves. For instance, staff offer a second spoon for babies to hold while they fed them pureed food. Toddlers attempt to peel their fruit and confidently pour their drinks of water at lunchtime. Children develop an excellent understanding of health and hygiene practices. All children behave extremely well, responding to staff gently reminding them to show consideration for others and negotiate the use of toys. Staff encourage children to recognise and talk about their feelings and to respect those of other children. Staff make superb use of their links with a city nursery to teach children about a wide variety of lifestyles and cultures.

### Outcomes for children are outstanding

All children are very confident and secure. Older children accurately use mathematical language in their play. They recognise their written names, with no picture clues. They are curious about their environment and enjoy solving problems. Children grow in independence, make choices about activities, happily help tidy things away and dress themselves for outdoor play. These skills help to prepare children extremely well for their future learning.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY273184  |
| <b>Local authority</b>                           | Cornwall  |
| <b>Inspection number</b>                         | 1091826   |
| <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 - 4   |
| <b>Total number of places</b>                    | 46  |
| <b>Number of children on roll</b>                | 50  |
| <b>Name of registered person</b>                 | The Barn Neighbourhood Nursery Partnership  |
| <b>Registered person unique reference number</b> | RP521817  |
| <b>Date of previous inspection</b>               | 9 March 2015  |
| <b>Telephone number</b>                          | 01736 793150 or 797443  |

The Barn Day Nursery opened in St Ives, Cornwall in 2004. It is privately owned by a partnership. The nursery is open each weekday from 8am to 5.30pm all year round. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Of the 13 members of staff, all but two hold early years qualifications. These include one member of staff who has early years professional status, one who has a qualification at level 6, and two members of staff who have qualifications at level 5.

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.

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.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

