

The Barn Kindergarten and Out of School Club

Shrivenham Primary School, High Street, Shrivenham, Swindon, SN6 8AA



Inspection date

1 September 2017

Previous inspection date

22 November 2013

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| 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 and staff have a good understanding of how children learn. Staff provide children with a wide range of interesting experiences to help complement and extend their learning. Children make good progress from their starting points.
- The manager and staff are good role models for children. They use positive language and give children gentle reminders about expectations for their behaviour. The atmosphere in the setting is calm and conducive to learning.
- Partnerships with parents are well established. Staff keep parents informed of their children's ongoing learning and progress. They provide parents with ideas so they can continue to support children's achievements at home. Parents comment that children enjoy attending the provision and that they value the care that their children receive.
- The manager well works with staff to review practice. She identifies the setting's strengths and areas for development successfully. The manager has addressed the recommendation raised at the last inspection to maintain good outcomes for children.

It is not yet outstanding because:

- The manager and staff have not considered how to make the best use of space in the learning environment, to support children to follow their ideas and extend their imaginative play.
- The manager and staff are not using the information gathered from assessments fully effectively to track the progress of different groups of children, to target teaching even more precisely and ensure all children make the best possible progress.

What the setting needs to do to improve further

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

- review the use of space to help children to explore and extend their imaginative play
- use information gathered from assessments more effectively, to monitor the progress made by different groups of children, to identify and target any emerging gaps swiftly.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact of these activities on children's learning.
- The inspector sampled a range of documentation, including attendance records, accident and incident records, and staff suitability checks. She discussed the setting's self-assessment and procedures to monitor children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection, and held meetings with the manager.
- The inspector completed a joint observation of an activity with the manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection, and from written feedback.

Inspector

Lesley Voaden

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a good understanding of current safeguarding legislation. Management uses robust procedures should any allegation be made against staff. Staff know the procedures to follow if they have any concerns about a child's welfare. The manager follows rigorous recruitment and induction policies to ensure that staff are suitable to work with children. She carries out regular one-to-one supervisions and holds team meetings, to develop staff practice. The manager supports staff effectively to help identify training opportunities that will improve the quality of teaching. For example, staff have used new knowledge gained from training about early mathematical development to improve their practice and the outcomes for children. The manager works closely with other professionals to help support continuity in children's learning and care as they move on.

Quality of teaching, learning and assessment is good

Staff observe children and carry out regular assessments to identify what they can do, and what their interests are. They use this information to plan sessions children enjoy and that help them to acquire the skills needed to support their future learning. Staff are actively involved in children's play and support them to be articulate and confident. For example, they ask children meaningful questions, encourage them to share their thoughts and ideas, and introduce new words, such as 'lizard' and 'penguin', to develop their vocabulary. Children enjoy pretend play and have great fun making cups of tea and cakes out of 'gloop'. Children develop their literacy skills well, for instance, they recognise their names as they self-register. Older children confidently link letters with the sounds they represent, and all children enjoy sitting reading books in cosy areas with staff.

Personal development, behaviour and welfare are good

Children demonstrate good levels of confidence and self-esteem. They arrive excited to talk to their friends and engage in their play. Staff encourage children to learn about healthy lifestyles. For example, they know that fruits and vegetables are good for them, and that they need to wash their hands thoroughly. Children access a well-resourced outdoor space and enjoy the fresh air and being physically active. For example, they play cricket and balance across rope bridges enthusiastically. Staff teach children to respect and value others. Children learn about people, communities and various festivals throughout the year, such as Christmas, Eid and Diwali.

Outcomes for children are good

Children are well prepared for the next stage in their learning and the eventual move on to school. They confidently select resources, initiate their own play and help with appropriate tasks. Children gain a good understanding of early mathematics. For example, younger children practise their counting skills and match numbers, and older children categorise and sort different objects into groups. Children are well behaved.

Setting details

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|--|---|
| Unique reference number | EY373527 |
| Local authority | Oxfordshire |
| Inspection number | 1062165 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 2 - 5 |
| Total number of places | 26 |
| Number of children on roll | 54 |
| Name of registered person | Amanda Jane Oughton |
| Registered person unique reference number | RP512969 |
| Date of previous inspection | 22 November 2013 |
| Telephone number | 07876617736 |

The Barn Kindergarten and Out of School Club registered in 1994 and re-registered in new premises in 2008. It is privately owned and is situated in the grounds of the primary school in Shrivenham. The setting is in receipt of funding for early years education for two-, three- and four-year-old children. The kindergarten provides care from 9am to 6pm during term time. The out-of-school club opens every weekday from 8am to 8.35am and from 3pm to 6pm on a sessional basis during term time. The holiday club is open every weekday for four weeks during the summer holiday and provides care from 8am to 6pm. The kindergarten employs 12 members of staff, including the owner. Of the total staff, nine hold relevant early years qualifications from level 2 to level 4.

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