

# Barley Wood Nursery

Barley Wood, Long Lane, Bristol, BS40 5SA



## Inspection date

Previous inspection date

27 September 2017

Not applicable

| <b>The quality and standards of the early years provision</b> | <b>This inspection:</b> | <b>Good</b>    | <b>2</b> |
|---|-------------------------|----------------|----------|
|   | Previous inspection:    | Not applicable |          |
| 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 knowledgeable manager supports passionate staff effectively to develop their professional skills and maintain strong teaching throughout the nursery. She monitors children's progress efficiently, identifying any inconsistencies in staff's practice and any gaps in children's learning, which they address promptly. Children make good progress from their individual starting points.
- Staff's training maximises opportunities for children to understand the world, to assess risk and keep themselves safe. For example, highly stimulating forestry skills activities help children explore, investigate, solve problems and be independent.
- Children develop high levels of self-esteem. Staff value children's thoughts and ideas and celebrate their achievements well, for example, with low-level interactive displays.
- There are very good systems to gather information from parents when children start to influence initial planning. Staff keep parents well informed of their children's achievements and share ideas of how to support children's learning at home.

### It is not yet outstanding because:

- Although staff support children's language and communication development well overall, they do not consistently use every opportunity to support children as effectively as possible, so they make the very best progress they can.
- Although staff support children's emotional well-being well, they have not considered as fully as possible all methods available to them to support those children who are anxious about separating from their parents or carers.

## What the setting needs to do to improve further

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

- use all opportunities to help babies and young children learn new words and to give older children time to respond to questions, to build their communication and language skills even further
- provide further support for children who are anxious about separation to understand that their parents will return shortly.

### Inspection activities

- The inspector observed staff's interactions with children as they played inside and outside, and discussed the children's learning and their assessment arrangements.
- The inspector completed two joint observations with the manager and discussed how staff are supported in their professional development.
- The inspector accompanied staff and children on a forestry skills outing.
- The inspector spoke with the manager, staff, parents and children at the inspection and considered parents' written views.
- The inspector sampled documentation, including staff's suitability checks, and policies and procedures.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. There are robust systems to ensure children's safety and security, and vigilant staff consistently implement these. Management and staff have a clear understanding of their role and responsibility to report any concerns about a child or a colleague to local agencies. There are effective recruitment, induction and ongoing suitability arrangements. Management evaluates the provision well and includes the views of staff, parents and children. Management devises accurate action plans to improve outcomes for children. For example, there has been a keen focus on creating highly stimulating and enticing learning environments.

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

Staff know the children well and plan an exciting range of experiences, which they tailor to meet their interests and next steps. They make very good use of their surroundings to entice learning, such as exploring a fairy theme in the woods and completing scavenger hunts. Staff introduce activities well. They provide good explanations and demonstrate when required to support the less confident children. Older children explore language well, for example, they change words in a familiar song to invent new rhyming words for their fairy language. Toddlers show great interest in the world around them. For example, on discovering an acorn staff effectively questioned children and they decided that a worm had made the hole in the acorn. There are good opportunities for young children to learn early writing skills. For example, they relish climbing the slide steps to mix paint with their chosen toy vehicle and watching the patterns it makes as it descends.

### Personal development, behaviour and welfare are good

Parents greatly value the strong bonds that their children make with caring staff. The key-person system works well, especially in supporting children as they move between rooms and on to school. Children behave well, play cooperatively and make decisions about their play. They understand rules, for example, an older child reminds the manager to stop talking and listen to instructions as they prepare to explore the woods. Staff work closely with parents to ensure they meet children's care needs effectively.

### Outcomes for children are good

Children make good progress and staff prepare them well for their next stage in learning. Children develop good independence skills, for example, they make good attempts to dress themselves for outside play. Older children enjoy the responsibility of small tasks, such as carrying equipment to the woods and serving themselves at lunchtime. Younger children solve problems well, for example, they decide to stamp on the ice to break it to retrieve toy cars, showing awe and wonder. Babies explore confidently and develop good physical skills, such as crawling, pulling themselves up and holding hands to walk.

## Setting details

|  |   |
|--|---|
| <b>Unique reference number</b>                   | EY489024  |
| <b>Local authority</b>                           | North Somerset  |
| <b>Inspection number</b>                         | 1022289   |
| <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 - 8   |
| <b>Total number of places</b>                    | 60  |
| <b>Number of children on roll</b>                | 73  |
| <b>Name of registered person</b>                 | Bridgwater Young Men's Christian Association                                      |
| <b>Registered person unique reference number</b> | RP905002  |
| <b>Date of previous inspection</b>               | Not applicable  |
| <b>Telephone number</b>                          | 01934 861282  |

Barley Wood Nursery registered in 2015. It is operated by YMCA Somerset Coast. The nursery is situated in the village of Wrington, North Somerset. The setting is open daily from 7.30am until 6pm, all year round. There is an optional breakfast club for school-aged children, which operates during term times only. The provider employs a manager who holds an early years qualification at level 3. She is supported by 11 staff. Of these, one holds early years professional status, three hold early years qualifications at level 6, four hold early years qualifications at level 3, and one is qualified at level 2. The nursery is in receipt of funding for free early education for children aged two, three and four years.

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

