

# BarBar Nursery @ Stratford Park



The Old Tennis Pavilion, Stratford Park, STROUD, Gloucestershire, GL5 4AF

**Inspection date** 3 October 2017  
Previous inspection date 9 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children have strong attachments with their special person. Staff know children well. They support children's growing confidence and self-esteem successfully. Staff who work with the youngest children support their emotional well-being extremely well.
- Staff provide a stimulating and exciting environment, where children demonstrate they feel safe and secure as they play.
- Children make good progress in their learning. Staff use their detailed observations and assessments effectively overall, to help them plan activities based around children's interests. Overall, children are highly motivated and eager to learn.
- The manager is highly motivated and enthusiastic and staff work well as a team. She monitors staff performance regularly and effectively, identifying training needs to help maintain the good standards of care and teaching.

### It is not yet outstanding because:

- Staff in the baby room have not fully considered adapting group activities, such as song time, to the right level for the different ages of the children. For instance, staff sing songs that are too advanced for the youngest children so they become bored and try to wander off.
- At times, some staff do things for children that they could easily do themselves, while other staff encourage children to try for themselves. For instance, during mealtimes staff pour gravy on children's food, while children are encouraged to pour their own drinks.

## What the setting needs to do to improve further

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

- review and improve planned activities in the baby room, so they reflect the developmental needs of all the children taking part
- increase opportunities for children to complete achievable tasks for themselves, to help them develop their independence skills and become more confident in their own abilities.

### Inspection activities

- The inspector observed activities and staff interactions with children, in the inside and the outside learning environment.
- The inspector had a meeting with the manager and conducted a joint observation with her.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and looked at the provider's improvement plan.
- The inspector spoke to staff, parents and the children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's records, safeguarding procedures and written policies and procedures.

### Inspector

Hilary Tierney

## Inspection findings

### Effectiveness of the leadership and management is good

Staff have a very clear understanding and awareness of how to safeguard children. They are clear about what would alert them to any concerns about a child's welfare. The staff monitor children's non-attendance effectively. They are clear about whom to contact if they have any child protection concerns. Safeguarding is effective. The manager and staff are motivated, and eager, to maintain the already good-quality childcare. They evaluate their practice regularly and make changes to help improve the outcomes for children. Staff comment about how useful extra training has been, such as how to help promote children's mathematical development and understanding further. There are good partnerships with parents and other professionals. Parents spoken to at the inspection indicate they are extremely happy with the high quality of care, the approachable staff, the detailed information received and their child's progress.

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

Staff use their qualifications effectively to support children's learning. They track children's progress and learning successfully. Staff plan activities to meet children's individual needs well. Teaching is consistently good. Staff question children skilfully and allow them time to answer to extend their thinking skills, such as 'What are these?', 'What does it feel like?', 'How many have you got?', and 'If you add one more, how many will you have?' Children enjoy developing their mark-making skills and talking about what colours they are using. Children develop their communication and language skills well. They confidently talk with the staff and express their ideas as they play. Staff use signs and speech effectively, to help all children to communicate and develop their emerging language skills.

### Personal development, behaviour and welfare are good

Children have a good understanding about healthy lifestyles. They enjoy access to the outside play spaces and going on walks in the nearby woods, where they can explore the world around them. The key-person system works well. Babies and young children develop close bonds with their special person. Children demonstrate they are well settled and happy in their surroundings. Staff respond quickly to children's individual needs. For instance, when a young child starts to cry, the key person comforts them quickly. Staff are good role models. They praise and encourage children effectively. Children are well behaved and they understand about sharing and taking turns.

### Outcomes for children are good

Staff prepare children extremely well for their next stages in learning and move to school. Young children enjoy exploring textures and their creative development, such as when they play with soil, water, straw and sawdust. Children develop their imagination and language skills well. They interact well with staff, for example, as they draw a road with roundabouts and crossings in the garden, and pretend to go to the beach.

## Setting details

<b>Unique reference number</b>	EY430712
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1094954
<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>	49
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	BarBar Nursery Ltd
<b>Registered person unique reference number</b>	RP905857
<b>Date of previous inspection</b>	9 January 2015
<b>Telephone number</b>	01453840474

BarBar Nursery @ Stratford Park, Stroud opened in 2008 and re-registered in 2011 as a limited company. The privately run nursery is one of three settings owned by the providers. The nursery is open from 8am to 6pm, all year round, apart from bank holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery supports children who have special educational needs and/or disabilities, and children who have English as an additional language. A team of 11 staff work directly with the children. Of these, nine hold appropriate childcare qualifications at level 2 or 3. The manager holds a childcare qualification at level 5.

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