

Barley Barn Sawbridgeworth

4 Bell Street, Sawbridgeworth, Hertfordshire, CM21 9AN



Inspection date

5 April 2018

Previous inspection date

18 May 2015

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 new manager and leadership team use well-focused improvement plans and motivate staff successfully, to help secure improvements and provide good-quality teaching.
- Effective observation and assessment systems enable staff to plan a wide range of exciting and interesting activities that engages all children. Children are eager and motivated to learn.
- Children make good progress. Staff provide good support in their mathematical development. For example, they encourage older children to discuss quantities, measurement and time, as they weigh play food items and talk about how long it will take to cook in the 'microwave'.
- Staff have strong relationships with the children. Children benefit from the nurturing environment where they feel safe and develop a positive sense of belonging. Staff are good role models, teaching children from an early age to be kind and caring towards one another, and helping them to build friendships.

It is not yet outstanding because:

- Staff do not consistently build on opportunities that arise during activities, to help extend older and most-able children's learning, to challenge them even further.
- On occasion, activity sessions between routines do not always successfully provide the younger children with opportunities to continue learning during this transition.

What the setting needs to do to improve further

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

- provide the older and most able children with extra challenge, to help extend their learning and progress further
- review the organisation of activities between sessions and daily routines for the younger children, so that there are opportunities for continual learning during these times.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector carried out a joint observation with the deputy manager, and held a meeting with the manager, deputy manager and quality development manager.
- The inspector looked at relevant documentation, such as the setting's policies and procedures, and evidence of the suitability of staff working at the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Anahita Aderianwalla

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager ensures that staff are clear about child protection issues and procedures. There are good procedures to promote children's safety and well-being. For example, staff conduct risk assessments of the indoor and outdoor areas. They make sure all areas are safe and secure, and they maintain records well to monitor this. There are effective processes to ensure the suitability of staff. Staff development, through team meetings, supervision and monitoring, contributes well to the strong teamwork and to their good understanding of how children learn. For example, staff use ideas well from training and staff meetings. This helps them to further reflect and use information successfully to increase the quality of their teaching. Management uses self-evaluation effectively to make improvements to practice and children's experiences. It monitors the curriculum effectively to track children's progress to identify gaps in learning. This has led the management to focus more on children's communication and language.

Quality of teaching, learning and assessment is good

Staff support all children's communication skills well. For example, they engage children in conversations and encourage their interactions, thoughts and ideas well. For example, older children paint pictures of flowers as they copy and talk about the parts of the daffodils in the vases on the tables. Staff offer rich first-hand experiences for young children to learn about the natural world and support their sensory play, as they encourage children to develop their own ideas and interests. Babies thoroughly enjoy discovering how ice blocks melt when mixed with coloured foam.

Personal development, behaviour and welfare are good

Staff focus on promoting children's health and well-being. They provide freshly prepared healthy meals and snacks. The outdoor area provides an exciting and challenging range of physical play equipment. For example, Staff encourage all children to join in physical activities, such as using ride-on scooters, balancing on stepping stones, and supporting toddlers to chase balls. This helps children to use their large muscles and develop their coordination. Staff have close relationships with the children, especially the babies. They are attentive and meet their individual care needs well. Staff respect parents' wishes, and the youngest children eat and sleep according to their needs. Partnerships with parents are effective. Staff involve parents well in their children's development. They know their assigned key children well and build positive relationships with them and their parents.

Outcomes for children are good

Children who are learning English as an additional language and those who receive funding receive good support to achieve. Children successfully learn the key skills required in preparation for future learning and school. Children use their imaginations well. For instance, older children wash, brush and style each other's hair, as they pretend they are hairdressers in the role-play area. Babies make the most of their spacious room to become active and learn to crawl, walk and handle resources. Toddlers develop an early love of books and delight in listening to their favourite stories.

Setting details

Unique reference number	EY478927
Local authority	Hertfordshire
Inspection number	1095541
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	64
Number of children on roll	90
Name of registered person	AllGold Investments Ltd
Registered person unique reference number	RP900831
Date of previous inspection	18 May 2015
Telephone number	01279 600966

Barley Barn Sawbridgeworth registered in 2014. It operates from a large converted house in Sawbridgeworth in Hertfordshire. The nursery opens on Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children. The nursery employs 21 members of childcare staff, including a housekeeper. Of these, the manager holds a level 6 qualification, 14 members of staff hold qualifications at level 3 or above, and four members of staff hold an appropriate early years qualification at level 2.

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