

# Barn Owls Nursery

Barnhayes Farm, Frome St. Quintin, Dorchester, Dorset, DT2 0HG



## Inspection date

26 April 2018

Previous inspection date

10 November 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- The management team has failed to provide information to the local authority about safeguarding concerns and has not notified Ofsted of these concerns within the required timescales. Although management initiated appropriate action, they did not follow through procedures to notify statutory agencies. This compromises children's welfare.
- Staff do not make full use of information shared with parents about children's existing abilities on entry, to help them form initial assessments and planning more effectively.
- Staff do not consistently monitor children's achievements as well as possible across all areas of learning, to support their ongoing progress more precisely.

### It has the following strengths

- Staff are very caring and reassuring. They clearly welcome and value each child as an individual in this friendly nursery. Children behave well, and are happy and settled.
- Children enjoy their play. They are motivated to learn through investigation and curiosity, and are keen to explore and find out more. Children make good progress.
- Staff promote children's physical well-being very well. Children have frequent opportunities to be outdoors and benefit from good exercise and playing in the fresh air.
- The management team actively encourages staff's continual professional development. For example, following recent training, staff have introduced calming strategies to help children manage their emotions more effectively and feel secure in their care.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ improve knowledge and understanding of the need to notify agencies with statutory responsibility regarding safeguarding procedures without delay, to consistently safeguard children's welfare effectively</li> </ul>	26/05/2018
<ul style="list-style-type: none"> <li>■ improve knowledge of the requirement to notify Ofsted of the action taken relating to any safeguarding concerns as soon as is reasonably practical or at least within 14 days.</li> </ul>	26/05/2018

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

- make more use of information shared with parents about children's existing development on entry, to fully support the initial assessment and planning of activities
- develop systems for monitoring children's achievements further, to consistently assess and track their ongoing progress more precisely in all areas of their learning.

### Inspection activities

- The inspector observed children's interactions in play indoors and outdoors, and discussed their learning and development with staff.
- The inspector viewed documentation, such as operational policies, procedures and required records, including qualification and first-aid certificates.
- The inspector took into account the views of parents spoken with at the visit.
- The inspector undertook a joint observation of an activity with the owner/manager.
- The inspector discussed self-evaluation with the owner/manager and how this helps staff make continual improvements. She held a leadership and management meeting with the owner/manager.

**Inspector**  
Mary Daniel

## Inspection findings

### Effectiveness of the leadership and management is inadequate

Safeguarding is not effective. The management team is aware of its responsibilities to follow any safeguarding issues. However, after a recent incident, although they took some action to address the concerns, on this occasion did not notify the relevant agencies, including Ofsted as required, to enable them to safeguard children's welfare. This compromises children's welfare and well-being. Staff attend safeguarding training and know the signs and symptoms to look out for to report any issues. They are committed to raising their awareness and promoting positive outcomes for children. The management team and staff frequently evaluate their practice and make ongoing improvements. For example, they have reviewed the planning systems and now focus on children's more-immediate interests in their play to encourage their learning more effectively. Parents speak highly of staff who form positive liaison with them, especially to help children settle, and with other settings children attend, to promote continuity.

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

Staff support children's exploration of colours and textures effectively. For example, children have great fun mixing mud and leaves together outdoors, and say they have made 'porridge and tuna'. Children become engrossed mixing paints and excitedly shout 'we have made purple'. They concentrate well painting 'rainbow colours' together. Staff promote children's social and communication skills well. For instance, older children talk confidently about their feelings. They say, 'We are brave when we are superheroes,' and describe their pictures well saying 'It's a river with a bridge and a frog that lives there.'

### Personal development, behaviour and welfare are inadequate

Weaknesses in leadership and management about safeguarding procedures mean that, at times, they do not support all aspects of children's welfare. Nonetheless, staff support children well to learn how to keep themselves and others safe. For example, toddlers learn how to climb up and down the small climbing frame safely. Older children help staff assess safety outdoors and say, 'Nettles might sting us,' and 'Thistles are prickly.' Staff have also reviewed safety for children outdoors, for instance, to protect them well in all weathers. Staff support children very well to understand and manage their emotions. For instance, children talk about a teddy who is feeling sad. They give him a cuddle and say, 'He is happy now with his friends.'

### Outcomes for children are good

Children develop good confidence, independence and social skills to help them with their move to school. They start taking responsibility and think critically. For example, older children see their mud pit is full of water and work out the best way to empty this with their cups and containers. Younger children show interest in how things work, such as how to open the mud kitchen microwave. Children work cooperatively in their games and behave very well. For example, older children have decisions about how to lift and secure planks of wood and plastic crates safely to make an imaginary tractor.

## Setting details

<b>Unique reference number</b>	EY361933
<b>Local authority</b>	Dorset
<b>Inspection number</b>	1070916
<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>	1 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Sarah Jayne Legg
<b>Registered person unique reference number</b>	RP904440
<b>Date of previous inspection</b>	10 November 2014
<b>Telephone number</b>	01935 83177

Barn Owls Nursery registered under the current ownership in 2007. This privately owned nursery is situated in Frome St Quintin, Dorset. The nursery opens Monday to Friday from 8am until 6pm, for 51 weeks of the year. The nursery receives funding to provide free early years education for children aged two, three and four years. The nursery owner is also the manager and holds early years professional status and the Montessori teaching qualification. She employs three staff. Of whom, one holds an early years degree and two hold childcare qualifications at level 3.

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