

# Bradley Barns Nursery

Bradley Farm, Bradley, Whitchurch, Cheshire SY13 4QY



<b>Inspection date</b>	25 March 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Self-evaluation and plans to improve the provision are not clear enough to drive rapid improvement.
- Although managers regularly observe practice, they do not have good enough systems in place to supervise individual practitioners. As a result, practitioners are not helped sufficiently to improve and the quality of teaching is inconsistent.
- Practitioners do not accurately assess what children know, understand and can do. This means that they do not know precisely enough what children need to learn next.
- There are occasions when the purpose of adult-led activities is not clear enough to ensure that children maintain the highest level of motivation and interest.

### It has the following strengths

- Children play happily and adventurously in the nursery's varied outdoor spaces. They go on regular outings around the farm. This helps children to gain rich, first-hand knowledge of food production and animal husbandry. This is a particular strength of the nursery.
- Parents praise the caring managers and practitioners. They comment that practitioners support children well when it is time for them to transfer to another childcare room. For example, children make visits to the room and their key person shares information with the new key person. This helps children to feel secure and to settle quickly.
- Practitioners follow robust systems for assessing risk and this helps them to keep children safe. This is exemplified when they plan and carefully prepare for outings around the farm and for journeys in the minibus.

## What the setting needs to do to improve further

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

	Due date
strengthen the support and guidance that practitioners receive to improve the quality of teaching and ensure that this is monitored effectively	22/04/2019
use information gained from observations of children's learning to accurately assess what they know, understand and can do.	22/04/2019

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

- evaluate the provision more effectively, so that planned actions drive sustained improvement
- sharpen planning so that adult-led activities have a clear purpose and help to promote children's deepest involvement.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke with practitioners and children during the inspection. She spoke to parents and took account of their views.
- The inspector had a tour of the nursery with the nursery manager. She completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery owner and the nursery manager. She looked at relevant documentation and evidence of the suitability of practitioners working in the nursery.

**Inspector**  
Susan King

## Inspection findings

### Effectiveness of leadership and management requires improvement

Managers demonstrate a commitment to improve. However, they have not established a robust system for identifying the strengths and weaknesses of the provision. This means that plans to improve are not clear enough. For example, managers do not monitor the quality of teaching closely enough to identify precisely what individual practitioners need to do to improve. Safeguarding is effective. Managers ensure that practitioners receive training that keeps their knowledge of child protection matters up to date. Practitioners know what they must do if they consider that a child is at risk of harm. Managers follow clear procedures for recruiting practitioners. They keep records of the vetting procedures that they follow.

### Quality of teaching, learning and assessment requires improvement

Spontaneous teaching by practitioners helps to promote children's progress. For example, practitioners encourage younger children to scribble freely with chalks. This helps children to develop strength and coordination in their hands and arms. Practitioners read stories to children and this helps to promote children's early literacy. However, practitioners' assessments of individual children's progress are not accurate. This means that their plans for activities do not focus precisely enough on what children are ready to learn next. This is demonstrated when pre-school children take part in a counting activity. Some children cannot carry out practitioners' instructions because they do not yet have the knowledge and understanding that the tasks require.

### Personal development, behaviour and welfare require improvement

Practitioners demonstrate friendliness and respect towards the children and each other. Children copy them and learn to be caring and helpful. Practitioners generally demonstrate an understanding of how children learn. For example, they arrange the environment and resources in ways that arouse children's curiosity and interest. However, some adult-led activities lack purpose and children lose interest. Children eat nutritious food and this contributes to their good health. Managers share information about children's individual dietary needs effectively. This helps everyone to keep children with allergies to certain foods safe. Practitioners promote children's independence and confidence. For instance, they encourage toddlers to think and make decisions about how they will safely ascend and descend the staircase.

### Outcomes for children require improvement

Weaknesses in teaching mean that children do not make good progress from their starting points. However, children develop the basic skills and knowledge they need to start school. Babies begin to join in with the words and actions to familiar songs. Older children know that printed words carry meaning. Pre-school children know that storybooks have an author and an illustrator. Children understand how to care for plants. For example, they help to plant trees to make a wooded area. Children develop self-control and understand the expectations for their behaviour. They develop independence in matters of personal hygiene.

## Setting details

<b>Unique reference number</b>	EY539365
<b>Local authority</b>	Cheshire West and Chester
<b>Inspection number</b>	10080057
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	44
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	Bradley Barns Nursery Limited
<b>Registered person unique reference number</b>	RP539364
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01948838321

Bradley Barns Nursery registered in 2016. The nursery employs 16 members of childcare staff. Of these, one practitioner holds a qualification at level 4, nine hold qualifications at level 3 and one holds a qualification at level 2. The nursery employs one practitioner who holds early years professional status. The nursery opens from Monday to Friday, all year round. Nursery sessions are from 7.30am until 6pm. Out-of-school sessions are from 7.30am until 9am and 3.30pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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