

Barnies Day Nursery

Bell 5, The Hop Farm Country Park, Beltring, Paddock Wood, Kent TN12 6PY



Inspection date	28 June 2019
Previous inspection date	18 May 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Leaders show exceptional dedication to working with parents to secure the best possible outcomes for children. For example, parents are invited to stay-and-play sessions where they are supported to understand how and what children are learning through their play.
- The quality of learning opportunities is exemplary. For example, the leaders are working with a PhD researcher to embed teaching that will support children to develop healthy eating and physical activity habits to promote their life-long health.
- Staff treat children with respect in all their interactions. For instance, they ask young children for permission to change their nappies.
- Children receive excellent support to prepare them for their transitions to school. They are highly independent and are supported to confidently make their needs known to adults.
- Leaders demonstrate a determined and systematic approach to evaluating and reviewing practice. This includes gathering the views of all parents, children and staff.
- Staff are encouraged to reflect on their practice, for instance, by conducting research projects on challenging issues. They use what they learn to plan high-quality experiences for children.
- Children have extensive opportunities to learn about families and communities beyond their experience. For example, they have been learning about other countries and the role of the United Nations. Leaders have identified that there is even more scope to embed celebration of similarities and differences in everyday practice.

What the setting needs to do to improve further

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

- strengthen the already excellent teaching that supports children's awareness of the diversity of people's experiences to even further embed the celebration of similarities and differences in everyday practice.

Inspection activities

- The inspector had a tour of all areas of the premises.
- The inspector observed practice with the manager.
- The inspector spoke to children, parents and staff throughout the inspection and took their views into consideration.
- The inspector sampled a range of paperwork including policies and procedures.
- The inspector observed staff interactions with children in all areas and during a range of activities.

Inspector

Terrie Simpson

Inspection findings

Effectiveness of leadership and management is outstanding

Leaders are dedicated to using their expert knowledge of the early years foundation stage to promote the best outcomes for the children in their care. The manager provides exceptional support for staff to develop their teaching to the highest level. Progress for individuals and groups of children is rigorously scrutinised. Any progress gaps are promptly highlighted and swift action is taken, including referral to other agencies if appropriate. Safeguarding is effective. All staff have an excellent knowledge of who to contact if they are concerned about a child. Safeguarding training is undertaken regularly and staff are supported to fully understand their role in keeping children safe.

Quality of teaching, learning and assessment is outstanding

Staff use their detailed knowledge of the different ways children learn to build on what children know and extend their interests. For example, in a planned activity, the practitioner skilfully used a variety of ways to engage children, as they delighted in solving their own challenges independently and at their own pace. More experienced children learn to share their knowledge with the younger children. This further embeds their learning. Staff provide extensive opportunities for children to develop physical skills. For instance, they confidently select tools to use in their exploration of ice and learn how to use scissors safely. Outdoors, they gleefully run, climb, balance, negotiate spaces and manoeuvre objects. Staff teach children exceptional skills to keep themselves healthy, such as learning about portion control and tooth brushing during mealtime routines. Excellent relationships with other professionals and parents result in a consistent approach to meeting children's care and learning needs. The teaching of mathematics is fully embedded in daily activities. Staff use all opportunities to support children's developing understanding of mathematical language. Children learn skills for writing, such as when they draw and write sums.

Personal development, behaviour and welfare are outstanding

Staff interactions provide an excellent example for children, who are consistently kind and considerate to each other. The youngest children develop an exceptional sense of security through strong attachments to their key persons. As their confidence builds, they venture out to play with the older children. There is a calm and happy buzz in the nursery where all children and staff chat and play together. Children's transitions to school are skilfully supported. For example, staff share valuable information with teachers and work with them to implement plans that meet children's individual needs. They work with parents to support every child to be confident about the next stage of their learning.

Outcomes for children are outstanding

All children make exceptional progress from their starting points. Although they relish adult attention, children are highly self-motivated in their play and approach every opportunity with enthusiasm and curiosity. They demonstrate maturity in social situations and confidently approach adults to engage them in their play. Children develop a love of books as they share stories with the staff. Their evident love of learning and exceptional social skills mean that they are fully prepared for school.

Setting details

Unique reference number	127004
Local authority	Kent
Inspection number	10108456
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	50
Number of children on roll	55
Name of registered person	Windsor, Ann
Registered person unique reference number	RP907190
Date of previous inspection	18 May 2015
Telephone number	01622 872788

Barnies Day Nursery and out-of-school club registered in 1999. It is situated in Paddock Wood, Kent. It opens Monday to Friday from 8am to 6pm all year round and receives funding to provide free early education to children aged two, three and four years. There are 13 staff who regularly work in the nursery. Of these, three hold early years professional status, one is qualified to level 4 and five hold relevant qualifications at level 2 or level 3. There are four further staff who are working towards level 3 qualifications.

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