

# Inspection of The Old Barn Day Nursery

The Old Barn, 5 Copt Oak Court, Leicester, Leicestershire LE19 3WY

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Inspection date:

26 November 2019

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## **Overall effectiveness**

## **Outstanding**

The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is outstanding

Children thoroughly enjoy being in this setting. They are engrossed in activities, based on their interests and experiences, in the extremely well-resourced play spaces. Partnerships with parents are excellent. Staff and parents work together to enable children to reach their maximum potential. Enriching activities provided by other agencies, sourced by the manager, widen the children's experiences further. Children are happy and very well looked after. Staff play with children as they choose their own way to learn. Children move safely through activities to discover the world around them. The playful environment provides many opportunities for children to show determination and master skills. For example, in the role-play kitchen in Barn Owl room children show remarkable persistence in cutting potatoes in half. They revel in praise from staff who are proud when children achieve something.

The nursery is an oasis of calm, purposeful learning, filled with singing, stories and fun. Children have the opportunity to develop as unique, independent learners with the support of considerate staff. They learn the importance of being independent and trying their best. Staff provide well-considered opportunities to support even the youngest children to take turns and help each other. For example, children have job roles and responsibilities for tidying up, bedtime routines and serving lunch. Children confidently explore and are keen to try new things. They form extremely positive relationships and demonstrate very caring natures towards others.

## What does the early years setting do well and what does it need to do better?

- Leaders and staff want to provide the very best education for all children. They are fully committed to inspiring children to make choices and learn through what interests them. Leaders have developed an ambitious curriculum that is rooted in the principles of excellent teaching, building knowledge and giving children the rich experiences they need to succeed.
- Staff take every opportunity to engage with and observe children while at play. Key persons and staff have an excellent understanding of what each child needs next. Staff use a wide range of teaching strategies and know exactly when and how to interact with children. This is because they thoroughly understand how young children learn. For example, staff plan activities that build on children's previous experience so that they secure new knowledge. They use stories to develop children's knowledge of the world around them, for example how a caterpillar turns into a butterfly, after looking at bugs through microscopes.
- Promotion of children's literacy, especially speech and language, is excellent. Staff teach signs to accompany spoken words to assist children to communicate from a very young age. Children's respect for each other and turn taking is

exemplary. For example, young children take turns cuddling a teddy bear during singing and sign sessions, before passing it to a friend for a turn. Older children make choices to share resources and give cuddles to show friendship.

- Children love books and singing. Staff use repetition, rhyme, actions and visual props brilliantly to bring stories and singing to life. They make group time very special, capturing children's attention. For example, anticipation in a peekaboo game made children squeal with excitement and delight. They shouted 'more' and 'again' to keep the play going. This is wonderful to watch. Staff build upon these early skills by keeping the focus for learning consistent throughout the nursery. Children therefore transition very well between age groups.
- Leaders and staff recognise when children and families need extra support. Children get the help they need as soon as they need it. This ensures they make rapid progress and receive the help they need to access learning.
- Staff provide many rich opportunities that help children to be considerate and thoughtful. Children learn about other faiths and cultures, promoting respect for others and for their own feelings and special qualities. For example, children help each other put on bibs for lunch and coats to play outside.
- Leaders and staff have an accurate view of their setting. They always look to see if there is a better way to do something, taking well-being and staff's workload into consideration. Staff feel respected and valued, and they are motivated to become the best they can be. They show excellent teamwork and help develop each other's knowledge. Together, they lead high-quality learning, with the children at the heart of everything they do.

## Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is top priority. Leaders ensure safeguarding responsibilities are fully understood by all staff. Leaders and staff act quickly when they have any concerns. They are well informed about a wide range of risks to children's welfare. Safeguarding policies and procedures are robust and clear, and leaders regularly evaluate their effectiveness. Staff demonstrate awareness of the importance of recording and evaluating children's attendance. Leaders and staff recognise the importance of risk assessments and keeping children safe at nursery.

## Setting details

<b>Unique reference number</b>	EY479178
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10076126
<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 to 5
<b>Total number of places</b>	49
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Leicestershire Nurseries Limited
<b>Registered person unique reference number</b>	RP905578
<b>Telephone number</b>	01162861992
<b>Date of previous inspection</b>	29 March 2016

## Information about this early years setting

The Old Barn Day Nursery registered in July 2014 and is located in Narborough, Leicestershire. The nursery employs 15 members of childcare staff, nine of whom hold early years qualifications at levels 2 and 3. One member of staff holds early years professional status, and five are unqualified. The nursery opens from Monday to Friday, all year round, except public holidays and for one week during the Christmas period. Sessions are from 7.30am to 6pm. The nursery offers funded places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Donna Edwards

## Inspection activities

- The inspector viewed all areas used by the children. Managers discussed how they organise the learning for children. The inspector spoke to the children, staff, managers and parents at convenient times throughout the inspection.
- The inspector observed a range of activities and assessed the quality of teaching and the impact on children's learning and development. She carried out a joint evaluation of an activity with the nursery manager in the Roosters room.
- The inspector took account of parents' views during the inspection through speaking to them and discussing children's induction and progress, and the effectiveness of staff's communication.
- The inspector sampled a range of documentation, including training certificates, records of attendance and safeguarding policies.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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