

Inspection of The Barn Nursery

Atwood Avenue, Richmond, Surrey TW9 4HF

Inspection date: 2 March 2020

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children show that they are extremely happy and comfortable in this warm and welcoming nursery. Staff have high expectations for children's learning and plan an enriching and creative curriculum. This is evident when children delight in listening to stories such as 'Handa's Surprise', explore a range of real tropical fruits and discuss different animals, habitats and climates. They also have fun searching for treasure in shredded paper and are supported to learn about magnetism and different types of metals. Younger children show high engagement as they enjoy messy play with spaghetti and explore stories with puppets. All children have excellent opportunities to learn and play outdoors. For example, they enjoy exploring and transporting real vegetables in a wheelbarrow when engaging in farm shop role play. They also have fun building with large construction bricks and experimenting with different tools. This supports children's imagination and creativity extremely well. Despite these strengths of the provision, leaders do not understand the importance of certain senior leadership roles and have failed to notify Ofsted effectively in relation to changes in governance. This means that there is uncertainty in relation to who has legal responsibility for the nursery, and required suitability checks are not carried out in a timely manner.

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

- Leaders have failed to inform Ofsted successfully about significant changes to the nominated individual who has overall legal responsibility for the nursery. This demonstrates a lack of understanding of the importance of this role and is a breach of the early years foundation stage requirements.
- Despite this weakness, staff work effectively together to ensure there is an ambitious and varied educational programme on offer. They plan activities based on children's interests and needs, and provide very good support in helping children to develop new knowledge and skills. Children clearly make very good progress during their time at the nursery.
- Children with special educational needs and/or disabilities have excellent support. Staff work closely with a number of professionals and carry out focused activities to target children's learning needs.
- Staff are excellent role models and clearly explain what behaviour is expected. They also frequently teach children about different feelings and emotions. Children have good self-esteem and behave extremely well.
- Children who require extra support to settle in receive this in abundance. For instance, staff give children very good levels of reassurance and support. They also use visual timetables with them to demonstrate the daily routine.
- Children have meaningful opportunities to learn about what makes them unique and how to understand about their similarities and differences. For instance, they enjoy learning about Chinese New Year and making lanterns and dragons.

- Children benefit from a wide array of visitors and learning experiences to extend their understanding of the wider world. This is evident when they observe ducklings hatch and caterpillars transform into butterflies. Children also learn about different occupations such as the role of a doctor, dentist and police officer. However, children's opportunities to visit a wider range of places in the local community to build on their first-hand experiences could be strengthened further.
- Staff have very good opportunities to constantly update and refresh their professional knowledge. This is apparent when they engage in relevant training and read educational articles to inspire different activities and aspects of their practice. In addition, the well-being of staff is given high consideration and they express high levels of enjoyment in their work.
- Children are well supported to adopt healthy lifestyles. For instance, staff have frequent discussions about healthy foods and provide daily opportunities for children to be active outdoors in the garden. In addition, they teach children about good dental hygiene.
- Parents express high levels of satisfaction with the nursery. They say that the curriculum is enjoyable and exciting and that communication is very good. They also state that their children enjoy coming and they value the kindness and support from the staff.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake regular safeguarding training and frequently discuss their role in protecting children at weekly staff meetings and during ongoing supervision meetings. Staff have clear safeguarding and children protection knowledge. The arrangements for recruiting new staff are thorough and effective. For instance, suitability and vetting checks are completed to help to ensure that staff are suitable for their roles. Staff complete risk assessments and daily checks to ensure that the environment indoors and outdoors is safe and suitable, and to help reduce any hazards and accidents.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve leaders' knowledge and understanding in relation to notifiable changes to Ofsted. This is with particular regard to governance of the nursery in order for appropriate suitability checks to be completed and for there to be clarity in relation to who has legal responsibility for the nursery.	23/03/2020
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To further improve the quality of the early years provision, the provider should:

- strengthen opportunities for children to gain first-hand experiences and learn further about their local community and the wider world.

Setting details

Unique reference number	511420
Local authority	Richmond Upon Thames
Inspection number	10138198
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	39
Number of children on roll	41
Name of registered person	Barn Education Association Limited (The)
Registered person unique reference number	RP519205
Telephone number	020 8876 6910
Date of previous inspection	21 January 2016

Information about this early years setting

The Barn Nursery registered in 1992 and is run by a parent management committee. It is situated in Kew, in the London Borough of Richmond. The nursery is open from Monday to Friday during term time only. Sessions are from 9.10am to 2.20pm. The nursery employs eight members of childcare staff, including the managers. Of these, one holds a qualification at level 4, four hold qualifications at level 3, one holds a qualification at level 2, and two staff are currently undertaking training at level 2 and level 3. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Amy Mckenzie

Inspection activities

- A learning walk was completed by the manager and the inspector, and the intentions for the quality of education were discussed.
- A number of observations were carried out and the quality of experiences for the children was assessed.
- The inspector spoke to a number of parents and their views were considered.
- The inspector had a discussion with the managers about the leadership and governance of the nursery.
- A range of different documents were viewed, including staff suitability and qualification information.

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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