

Inspection of The Barney Lodge Day Nursery and Pre-School

5 Westbury Road, Warminster, Wiltshire BA12 0AN

Inspection date: 21 July 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff are calm, kind and caring. Children have positive attitudes to learning. All children, including those with special educational needs and/or disabilities, demonstrate that they are happy and settled. They develop good social skills and make friends. Staff have high expectations for children's behaviour. Children share, take turns and respect others. Staff teach them to resolve any conflicts amicably. All children benefit from healthy food. They enjoy playing outside, developing their skills across all areas of learning. Babies develop the muscles in their legs as, for example, they stand at the water tray filling and emptying containers. Older children negotiate space and obstacles with control.

Children are eager to participate in mark-making activities and show good concentration skills for their age. Babies explore paint with their hands, smearing it over clear plastic screens. Toddlers paint plastic balls and show delight as they roll them down guttering and onto paper. Some pre-school children form recognisable letters and proudly describe their drawings. Due to the COVID-19 (coronavirus) pandemic, the nursery has reduced the time parents are in the setting, to keep children safe. Staff share information with parents about their children's care, learning and development using an electronic system, and a short discussion on collection.

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

- The provider and managers have recently put training in place for all staff to support them in their roles. This has had a positive impact for children. Managers and staff know what they want children to learn. The interim manager monitors the educational programmes and staff practice regularly to identify and target any areas for improvement. They plan to enhance the outdoor area even further.
- Staff identify relevant next steps in learning and use children's interests to plan activities to help them make good progress. Staff are enthusiastic as they engage with children. Children develop confidence and choose from the interesting resources and activities on offer. They develop their imagination, for example when toddlers wrap pinecones in red dough and pretend it is a strawberry. Pre-school children find leaves and use pipe cleaners to bind them together to make paintbrushes.
- Staff support children's emotional well-being effectively. Children benefit from having a buddy key-person system to provide consistency in their care and learning. Staff provide children with plenty of encouragement to promote their good levels of self-esteem. Sleep and toileting routines meet children's individual needs. Children develop their independence and self-care skills from an early age. Older children set tables for lunch and learn to dress themselves in

readiness for school. Toddlers show good coordination as they pour water into cups. However, sometimes, during the daily lunchtime routine, toddlers are left waiting too long and become restless. This does not make the best use of time for them to play and learn.

- Staff build on children's previous learning, value children's ideas and weave mathematics into children's play and routines. For example, when pre-school children make cakes, they decide they need to add three spoons of butter and 521 blueberries. Staff extend learning well, challenging children to produce recipe cards of their favourite food for future cooking activities.
- Children develop their communication and language skills. They benefit from a language-rich environment. Staff are good role models and talk to children constantly. They introduce new words to extend vocabulary and ask children questions to encourage them to think and respond. Managers and staff recognise the need to work with parents to fully support some of the youngest children to develop their language skills when they are engaged in their play.
- Children develop a love of books. Babies and toddlers are captivated as staff read to them and talk about the pictures on the pages. Pre-school children join in with simple phrases and guess what is going to happen next in the story. Staff sing songs enthusiastically with all ages of children throughout the day. For example, staff provide soapy water and spontaneously sing 'this is the way we wash our hands' during a painting activity.
- Parents speak positively about the nursery and staff. They feel their children are developing well and appreciate the information they receive about their children. The special educational needs coordinator liaises with parents, staff and other professionals as required, to help close any gaps in children's development.

Safeguarding

The arrangements for safeguarding are effective.

The provider and the interim manager, who is also the designated safeguarding lead, have recently provided all staff with safeguarding and child protection training, to reinforce their knowledge and understanding of how to protect children from harm. Staff are confident what to do if they have any concerns about a child or adult working on the premises. Managers follow robust recruitment and vetting procedures to ensure staff are suitable to work with children. Staff supervise children well and carry out effective risk assessments to keep children safe. They involve children in the process, for example when they ask pre-school children what they can do about a wet floor and children say that they should 'put a towel down to soak up the water'.

What does the setting need to do to improve?

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

- review daily routines, particularly lunchtime in the toddler room, to make the best use of time for children's play and learning
- review with parents the use of dummies when children are engaged in their learning, to support their language development as well as possible.

Setting details

Unique reference number	EY310782
Local authority	Wiltshire
Inspection number	10196839
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 at time of inspection	0 to 4
Total number of places	70
Number of children on roll	100
Name of registered person	Barney Lodge Nursery Ltd
Registered person unique reference number	RP535230
Telephone number	01985 214 286
Date of previous inspection	4 October 2016

Information about this early years setting

The Barney Lodge Day Nursery and Pre-School registered in 2005. It operates from a converted country house in Warminster, Wiltshire. The nursery is open each weekday from 7.30am until 6pm, all year round, except for one week at Christmas and on bank holidays. It receives funding for free early education for children aged two, three and four years. The nursery employs 16 staff who work with the children, including the manager. Of these, 13 hold a relevant level 3 qualification and two hold a relevant level 2 qualification.

Information about this inspection

Inspector
Karen Allen

Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The area manager and the inspector completed a learning walk of the nursery together. The inspector carried out two joint observations of activities; one with the deputy manager and one with the area manager and deputy manager.
- The inspector observed activities and the quality of staff's interactions with children. She talked to senior members of the leadership team, the deputy manager and staff at appropriate times throughout the inspection.
- Children talked to the inspector about their play and activities. Several parents talked to the inspector to share their views of the nursery.
- The inspector checked Disclosure and Barring Service records for all adults working on the premises, staff qualifications and paediatric first-aid qualifications.

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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