

Inspection of Barbar Nursery Ltd

303 Bristol Road, Quedgeley, Gloucester, Glos GL2 4QP

Inspection date: 25 October 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children have access to large, spacious outdoor areas. These have a covered area with sand, water and mud kitchens that children can use in all weathers. Children explore the physical play equipment. They balance on the tyres, go down the slides and scramble up the climbing frames. Pre-school children cooperate in building towers with crates. They ask others to pass them more crates and use 'please' and 'thank you'. Children stand next to the tower and comment on whether it is bigger or smaller than them.

Toddlers use rollers to make patterns on the glass of the door and chase each other round the space. Indoors, they look out of the window to see the cars on the road. They tell staff the cars 'go fast'. Sometimes, staff do not encourage toddlers to help care for the play spaces well. For example, when staff ask for help putting the toys away, children continue playing. Staff do not ask the children again but put things away themselves.

Babies get messy as they explore flour mixed with glitter. Some children sit in the tray getting covered in the mixture. Others sit on the floor and use their fingers to trace patterns in the flour.

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

- Staff are embedding the new curriculum with mixed success. All children have the chance to join in with different activities and experiences. However, these are not always organised effectively to ensure children know what is happening. Sometimes, younger children are not supported to be ready to engage with staff and others at the start of activities. They get bored, wander off or ignore staff when they ask them to come and join in.
- Staff working with the younger children struggle to balance the different needs of the children. Sometimes staff are preparing bottles or sorting out nap time and are not able to engage children well in activities to support learning. Children become fascinated by the swing lid on the bin or chase each other indoors. Staff do offer reminders about walking indoors and being careful once they have noticed this.
- Older children use their imagination well. They take plastic blocks and put them on their feet and hands to pretend they are robots. They create storylines and talk to each other in 'robot' voices. Other children experiment with water. Staff support them to fill containers and estimate how much water they might need. Children compare volumes and work out when they need to add more water to fill their containers.
- The manager monitors practice. She makes sure that children, including those with special educational needs and/or disabilities and those who speak English

as an additional language, receive the support they need. Staff work in partnership with parents and external agencies to help children make progress. Parents say that they receive lots of information. They talk with staff daily and find out about what their children do and learn while at nursery.

- Children enjoy singing and dancing. Staff sing nursery rhymes with babies. Babies shake and bang tambourines, maracas and bells. They laugh as they hear the sounds. Toddlers become excited as they join in with songs about different body parts. They move their arms up and down, and touch their nose, mouth and ears. However, toddlers lose interest when their song time is interrupted by the babies being taken outdoors. Older children join in with actions and rhymes to learn letter sounds. Some children list favourite food or toys beginning with the same letter as their name.
- At lunchtime, children use knives, forks and spoons to eat. Staff pass round water jugs and help older children pour their drinks. Children talk with staff about what they are eating. They discuss whether the food is good for them and how it will give them energy for playing in the afternoon. Older children are starting to understand about healthy lifestyles and developing self-help skills.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the possible causes for concern that may mean a child is at risk of harm. They know how and when to refer concerns, including to external agencies. The manager keeps staff informed about any changes in safeguarding policies and makes sure all staff attend regular update training. The manager has effective procedures for recruiting staff and making sure they are suitable to work with children.

What does the setting need to do to improve?

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

	Due date
ensure staff help children to join in activities, sustain concentration and learn well	25/11/2021
ensure staff provide children with consistent messages to help them understand expectations.	25/11/2021

Setting details

Unique reference number	EY555413
Local authority	Gloucestershire
Inspection number	10209779
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	49
Number of children on roll	68
Name of registered person	BarBar Nursery Ltd
Registered person unique reference number	RP905857
Telephone number	07776401483
Date of previous inspection	Not applicable

Information about this early years setting

Barbar Nursery Ltd registered in November 2017 and is based in Quedgeley, Gloucester. The nursery offers care from 8am to 6pm Monday to Friday, all year round. There are 17 members of staff working with the children. Of these, 13 hold appropriate childcare qualifications: one at level 6, one at level 5, 11 at level 3 and one at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Anita McKelvey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.

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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