

Inspection of The Barn Nursery

Atwood Avenue, Richmond, Surrey TW9 4HF

Inspection date: 28 January 2022

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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Staff have happy, close relationships with children. They take time to build strong relationships with them. For instance, staff visit children in their homes before they start at the nursery. They get to know children well and cater for their likes and interests. This helps children to settle happily.

Staff implement a curriculum that is securely based on the areas of learning and builds on children's learning. Children participate in a broad range of interesting activities and develop good skills in preparation for school. For example, they enjoy making mosaic patterns using different shapes. Staff support children to use mathematical language as they play, and help them to recognise patterns and name shapes. Children develop good creative skills. For instance, they enjoy making prints from ink blocks and create their own images.

Children learn to share and take turns. For example, they take turns during pretend play in the home corner. They share toys and resources and take on different roles. Children play cooperatively together. They learn to respect themselves and others. Children have a good understanding of and value differences between themselves and others. For instance, staff teach children to speak Spanish, sing songs in different languages and celebrate special religious events. Staff manage children's behaviour successfully. They share group rules with children and use a gentle and fair approach. This helps children to behave well.

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

- Staff give great thought to the experiences they provide for children. They review children's progress regularly and provide appropriate activities that support their learning well. Children are suitably challenged and make good progress.
- Children develop good physical skills. For example, they practise a range of skills, such as balancing, jumping and climbing, using different equipment in the well-resourced outdoor area. Children develop good coordination skills, such as throwing and catching, and kicking skills by playing various ball games.
- Staff help children to gain good early mathematics skills. For example, children enjoy recognising and matching numbers as they play floor dominos. Staff sing number songs with children, which helps to develop their counting skills.
- Staff support children's understanding of the world through activities, such as planting and growing vegetables in the garden. They support children to learn about aquatic life and help them to name sea animals and talk about their habitats.
- Staff support children's literacy skills effectively. For instance, they sing action songs to children and read stories to them to teach them new words. Children

recognise their name cards when they arrive each day and some can write their own names.

- Staff help children to gain good communication and language skills. For example, they make excellent use of puppets to engage children in stories and discussions. Children respond eagerly to questions and comments made by the puppet. Staff talk to children throughout the day, modelling language and teaching them new words. They question children effectively, which helps them to develop confidence in communicating with others.
- Staff manage children's behaviour effectively. They explain why certain actions are not acceptable and share group rules with children. Staff use praise to encourage children to act in a positive way. Children behave well.
- Staff work well with parents. They provide them with regular updates on their children's progress. Staff help parents to support their children's learning, for example, by providing books to share at home.
- The manager gives good levels of support to staff. She discusses their workload, well-being and training needs in regular one-to-one meetings and provides help where needed. Staff attend a range of courses, including sessions focusing on planning and assessment, which has improved how children's learning is supported.
- Older children have good independence skills. They put on their own coats and serve themselves at snack time. However, younger children are not fully supported to do things for themselves, particularly at snack time.
- The nursery provides children with healthy snacks. However, staff do not always help children to gain a deeper understanding of why they eat nutritious food and how it contributes to their overall health.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of signs that could indicate that a child is at risk of possible abuse. They have secure knowledge of procedures to follow to protect children from harm. Staff have good awareness of possible signs that a child may be at risk of being exposed to extreme views or behaviours. They know the relevant agencies to report their concerns to. Staff receive regular training to keep their skills and knowledge up to date. Staff view children's safety as paramount. They carry out daily checks covering all parts of the nursery, to ensure that they are free from hazards.

What does the setting need to do to improve?

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

- develop more ways for younger children to learn to do things for themselves, particularly during snack times

- help children to develop a deeper understanding of factors that support their overall health and well-being.

Setting details

Unique reference number	511420
Local authority	Richmond Upon Thames
Inspection number	10149915
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	40
Number of children on roll	21
Name of registered person	Barn Education Association Limited (The)
Registered person unique reference number	RP519205
Telephone number	020 8876 6910
Date of previous inspection	2 March 2020

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 12.20pm. The nursery employs four members of staff, three of whom hold appropriate early years qualifications. The nursery provides free funding for early years education for children aged two, three and four years.

Information about this inspection

Inspector

Jenny Beckles

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector carried out a learning walk around the nursery with the manager.
- The inspector observed the interactions between staff and children and spoke with children, when appropriate.
- The inspector checked some documentation and held a discussion with the manager.

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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