

# Inspection of Barnkids Ltd

Barnkids, Penang Farm, Combe Lane, Chiddingfold, Surrey GU8 4XL

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Inspection date: 11 February 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

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

### **The provision is good**

Children have a positive attitude to learning and enjoy the stimulating experiences that the staff provide. They develop their strength and large motor skills during physical play. For example, children pump a lever to make water flow, before jumping up and down in the puddles it creates. Children said that going to forest school is their favourite thing to do. They delight in exploring the natural world, hunting for bugs, making a tiny washing line for fairies and working together to build dens.

Children form secure attachments with staff, leading to them feeling safe and happy. Staff promote children's independence. For example, children are taught how to put on their coats and they help to set the table at mealtimes. Children's behaviour is good. They form strong friendships and show concern for others. Children with special educational needs and/or disabilities are supported effectively by their knowledgeable key person.

Children are very confident and are proud of the setting they attend. They are keen to show visitors around and talk about their experiences, such as when they learned about dragons for Chinese New Year. Pre-school children work on projects together. For example, following on from a story they have read, the children are currently creating a 'kindness quilt' out of material they have brought in from home.

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

- Leaders and managers are knowledgeable and know what they want children to learn. They evaluate the provision and continually strive for progress. They use feedback from parents and staff to inform the changes they make. For example, parents suggested they would like to see more external visitors, so the setting arranged a visit from the Royal Society for the Protection of Birds. This led to the children creating a birdwatching station at forest school.
- Children access a learning environment that is well resourced. Low-level units house quality play materials that the children can access independently. Children confidently select what they would like to play with. For example, they take books to staff when they want to share a story. Overall, all children are engaged and interested in their learning opportunities. However, at times, staff do not successfully support children's transitions during routine changes, for instance when getting ready for mealtimes. These periods are sometimes lengthy, which leads to some young children becoming unsettled and disengaged.
- Parents speak highly of the setting and the support their children receive. They get daily feedback during handovers and their key worker regularly provides updates on their children's progress and level of development. Parents are

confident that their children feel happy and safe. Staff share ideas on how parents can support their children at home, which parents find very beneficial.

- Staff know the children well and follow children's interests to plan activities that develop their learning. For example, after reading the book 'The Three Little Pigs', staff provide children with hay, sticks and bricks so they can recreate the story. For younger children, staff focus on how children learn, to inform the curriculum they provide.
- Relationships between staff and children are warm and nurturing. The well-established key-person system helps children to be confident and independent. Children show positive attitudes to their learning and demonstrate good behaviour.
- Staff speak positively about their role. Leaders promote staff's well-being through their open door policy. New staff receive a thorough induction, ensuring that they are well equipped to complete their role to their full potential.
- There are effective systems for monitoring children's progress. Any gaps in children's learning are identified early. There is good, individualised support in place for children with special educational needs and/or disabilities. Staff work in partnership with other providers and professionals to share information about children's development to help them make good progress.
- Children make good progress in their learning and benefit from creative learning opportunities. Staff interact well with children during activities. For example, children are provided with a variety of natural resources such as wooden cylinders, pebbles, sticks and wood slices. Children use the loose parts imaginatively, working together to create and construct. However, staff do not always provide sufficient challenge to help extend children's knowledge and skills even further, particularly for the most able.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their roles and responsibilities in relation to safeguarding children. Staff are able to recognise signs and symptoms that would cause them concern about a child's welfare. They know how to raise any concerns internally and externally. Leaders and managers have robust procedures in place for recruitment and monitoring the ongoing suitability of the team. Staff undertake training to keep their knowledge refreshed. They deploy themselves well, always ensuring good supervision of the children. The environment is physically safe and there is a good focus on hygiene.

## What does the setting need to do to improve?

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

- support staff to provide further challenge to children during activities to fully

extend the quality of children's learning experiences

- review and improve transition times during the day to ensure that children understand what is happening next and to help keep children purposefully engaged.

## Setting details

<b>Unique reference number</b>	EY282743
<b>Local authority</b>	Surrey
<b>Inspection number</b>	10217496
<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 at time of inspection</b>	0 to 5
<b>Total number of places</b>	90
<b>Number of children on roll</b>	129
<b>Name of registered person</b>	Barnkids Limited
<b>Registered person unique reference number</b>	RP524111
<b>Telephone number</b>	01428 685633
<b>Date of previous inspection</b>	28 November 2016

## Information about this early years setting

Barnkids Ltd originally opened in 1996 and re-registered in 2004. It is a private limited company offering full day care and an occasional holiday club. Barnkids Ltd is located in Chiddingfold, Surrey and is open from 7.30am to 6.30pm, Monday to Friday, for 51 weeks of the year. There are 30 members of staff who work with the children. Two members of staff have qualified teacher status and three hold level 5 qualifications. A further 15 members of staff hold appropriate early years qualifications to level 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Jade Orosz

## 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.
- Children spoke to the inspector during the inspection.
- 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 spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The manager, the owner and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.

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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