

Inspection of Barnies Day Nursery

Hadlow Primary School, School Lane, Hadlow, Tonbridge, Kent TN11 0EH

Inspection date: 17 May 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children of all ages and abilities are settled, confident and happy at the setting. They excitedly engage in challenging activities that staff carefully plan for them. For example, older children use real tools, such as drills, in woodwork activities. Younger children enjoy exploring their senses. For instance, they investigate how different items feel, such as foam. All children enjoy bringing their imagination alive. Older children 'write down' appointments at the 'hairstylist's'. Younger children explore hats and puppets. Staff consistently use sign language, which all children respond positively to.

Staff are positive role models and children know what is expected of them. Therefore, they are polite and behave very well. Children develop a good understanding of the benefits of healthy lifestyles. For instance, they brush their teeth after lunch. Children talk about the importance of brushing them for two minutes to ensure they keep them healthy and clean. Children of all ages develop good physical skills. For example, they confidently learn about the different ways they can move their bodies in yoga activities. They build and negotiate obstacles, such as balancing on planks of wood, crates and tyres. Older children are confident to challenge their physical skills, such as climbing trees.

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

- The managers and staff establish secure and trusting relationships with all children. They get to know their individual personalities well. Children of all ages have a good sense of belonging and positive levels of well-being. They are excited to come into the setting and enjoy the company of staff.
- All children demonstrate a positive attitude towards their learning. Staff support all children to make good progress, including children with special educational needs and/or disabilities.
- Overall, children are engaged in their learning experiences. They are generally happy and confident. However, staff are not always aware of when it would be appropriate to step in to support children to further engage in their learning opportunities. This is particularly evident during larger group activities, such as story time.
- All staff, including the managers, build and maintain positive partnerships with parents, who speak very highly of them. Staff keep parents well involved and informed about their children's learning and achievements. They include them in their children's planning regularly throughout the year. Staff share helpful ideas with parents to help them support their children's learning at home. For example, they share materials for them to enjoy making dens together.
- The managers closely monitor the good quality of education and care that staff provide. They routinely observe staff teaching children and give them

constructive and helpful feedback. Staff evaluate their practice together well. They discuss at the end of each day what went well and what could be done better next time. They use their findings to support their future performance.

- All staff attend regular training. They have recently learned about the different ways to support children to develop their communication skills. This includes understanding the importance of asking children questions and allowing them enough time to think and then answer.
- Staff help children to gain a good understanding of the similarities and differences of people's experiences and different communities outside of their own. For example, children talk about Diwali and Ramadan. They learn traditional dances from around the world, such as bhangra.
- All staff have a good understanding of all areas of learning. However, some staff do not consistently encourage all children to explore, investigate and problem-solve with more independence. For example, at times, staff are too quick to offer solutions to children's questions and learning. This includes mixing liquids for children to make foam instead of allowing them to investigate how they could make the foam themselves.
- Managers and staff use effective ways to communicate with staff at other settings that the children attend. For instance, they routinely share children's next steps in their development and achievements with them. This helps provide children with a good consistent approach to their shared care and learning experiences.

Safeguarding

The arrangements for safeguarding are effective.

All staff, including the managers, have a secure and confident knowledge of safeguarding and child protection. They fully understand the signs and symptoms of abuse that may highlight a concern. Staff know who they would contact to seek advice and how to raise and follow up any issues. Staff have recently updated training on how to deal with any allegations raised against staff. The managers intend for all staff to refresh their understanding of what to do if they have concerns. Staff complete detailed risk assessments to help keep children safe. They know how to help minimise the risk of accidents and know how to act swiftly and appropriately if they happen.

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 be more aware and understand when younger children would benefit from their interaction, such as during large-group times
- encourage children to consistently explore and investigate their own ideas and problem-solve with more independence.

Setting details

Unique reference number	EY278752
Local authority	Kent
Inspection number	10233641
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	1 to 4
Total number of places	45
Number of children on roll	66
Name of registered person	Windsor, Ann
Registered person unique reference number	RP907190
Telephone number	01732 850033
Date of previous inspection	17 March 2017

Information about this early years setting

Barnies Day Nursery registered in 2004. It is located in Hadlow Primary School in Hadlow, Tonbridge. The setting is open Monday to Friday, from 8am until 6pm, all year around. The setting receives funding to provide free early education for children aged two, three and four years. The setting employs 17 members of staff, 12 of whom hold relevant early years qualification at level 3 and above. This includes one member of staff who holds a relevant early years qualification at level 4, one who has a relevant early years qualification at level 6 and two members of staff who hold early years professional status.

Information about this inspection

Inspector

Kelly Hawkins

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 inspector carried out a learning walk with the manager. The inspector assessed the impact of the quality of staff's interactions and the learning opportunities they provide for children.
- The inspector viewed the indoor and outdoor learning environments.
- Written documentation was reviewed, including safeguarding and child protection policies and procedures.
- The inspector spoke to the manager, children, parents and staff at convenient times and considered their views.
- The manager and the inspector carried out a joint observation on a planned activity focusing on mathematical learning opportunities.

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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