

Inspection of The Barn at Riverbank

Spring Riverbank Centre, Gilmour Street, Thornaby, Stockton-on-Tees TS17 6PF

Inspection date: 2 December 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	Not applicable

What is it like to attend this early years setting?

The provision is good

The welcoming and friendly atmosphere, which greets children as they arrive at the nursery, helps children to separate easily from parents. Older children hurry to remove their coats and hang up their bags. Babies readily hold out their arms towards their key person. This shows that children feel exceptionally safe and secure in the nursery.

Children have a positive attitude to their learning. For example, older children learn to squeeze oranges and lemons. They position the fruit on the juicer, press and twist their wrists. As children watch the juice appear, their faces light up with pride in their achievements. They delight in the very genuine praise they receive from staff and other children.

Children enjoy the opportunities that the exceptionally well-resourced outdoor environment offers. Children of all ages independently explore their environment with interest and confidence. Older children use their imagination to show their understanding of keeping themselves safe. As children ride bicycles, they pretend to reach traffic lights. They talk about waiting until the light turns green before moving away. Younger children practise their balancing skills as they move themselves across different slopes and levels. They work out to hold on with their arms before lifting their legs onto a higher step.

Staff are exceptionally caring and nurturing. For example, when babies show they are tired, staff cuddle them in closely. They use comforting tones of voice as they soothe children to sleep.

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

- Staff support children's learning very well. They use observations of children at play to make ongoing assessments of children's development. Consequently, they understand children's interests and development needs. For example, staff put furniture in place to enable babies, who are learning to stand, to be able to pull themselves upright.
- Support for children with special educational needs and/or disabilities is a key feature of the nursery. The management team and staff work in close partnership with parents and a wide range of other professionals. This ensures that children and their families get the relevant support for their individual needs.
- Staff place a high emphasis on developing children's communication and language skills. They know to speak slowly to children and to give children time to think and answer questions. Staff talk to children about what they are doing and introduce new words into children's play. For example, children concentrate

intently as staff encourage them to smell 'cinnamon, ginger and nutmeg'. Children excitedly talk about these as being 'the smells of Christmas'.

- Parents speak very highly of the nursery. They praise the management team and staff for going 'above and beyond' in the support given to parents. Parents feel fully included in their children's learning. They appreciate the home-from-home environment the nursery offers and the progress children are making in their development.
- Staff promote children's love of books exceptionally well. They use different tones of voice and encourage children to ask questions about the stories they are reading. Children visit the nearby library where they take part in songs, rhymes and stories. This enables children to build relationships with adults and children outside of their immediate family and friends.
- The management team and staff ensure that additional funding, such as early years pupil premium, is used effectively to promote the well-being and learning of children. For example, staff follow children's interests and purchase role-play items. This helps children to feel settled and confident in the nursery.
- Staff are proud to work in this nursery. Managers and staff work together as a tight-knit team. Their high aspirations for children to achieve to the best of their abilities is at the centre of everything they do. This is reflected in the enthusiasm for learning that is shown by children of all ages.
- Overall, children behave very well. Older children happily share resources as they invite other children into their play. Staff skilfully support younger children to learn to share. However, some parts of the daily routines are not organised as well as possible, to fully support children's learning. For example, children can become bored and distracted when waiting for snack and lunch.
- Older children know to wash their hands before eating. Staff teach younger children to dry their hands properly after washing with soap and water. However, some hygiene practices, such as ensuring children only touch food they are going to eat, are not always consistent across the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the procedures to follow to ensure the welfare of children in their care. The management team ensures all staff attend regular safeguarding training and are kept up to date with current safeguarding legislation. Staff know there is a whistle-blowing policy in place and understand what to do should they have concerns about the conduct of a colleague. Rigorous and robust recruitment procedures are in place. Thorough performance management systems help the manager to identify any training needs and review the quality of practice.

What does the setting need to do to improve?

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

- review some parts of the daily routines to maximise learning for all children
- enhance staff's practice to ensure children develop a greater understanding of keeping themselves healthy.

Setting details

Unique reference number	2604558
Local authority	Stockton-on-Tees
Inspection number	10251654
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	48
Number of children on roll	62
Name of registered person	The Barn Childcare Limited
Registered person unique reference number	RP533073
Telephone number	01642 587781
Date of previous inspection	Not applicable

Information about this early years setting

The Barn at Riverbank registered in 2020 and is situated in Thornaby, near Stockton-on-Tees. The nursery employs 14 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The nursery opens all year round, from 7am to 6pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Denise Charge

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 inspector carried out a learning walk. This helped the inspector to understand how they organise the early years provision and the curriculum.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact of this on children's learning.
- A joint observation was carried out with the manager.
- The inspector spoke with children, parents and staff during the inspection. She also took into account written feedback from parents.
- The inspector looked at various documents, including those related to the suitability and qualifications of staff and records of children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022