

Inspection of Bradley Barns Nursery

Bradley Farm, Bradley, Whitchurch, Cheshire SY13 4QY

Inspection date: 4 January 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Staff provide a welcoming and busy environment. Children are lively, inquisitive and eager to learn. Staff have high aspirations for children and plan an exciting range of learning opportunities. Children show that they feel safe here. Older children eagerly tell the inspector about how they keep themselves safe when attending forest school. Babies actively seek out their key person when they are feeling unsure and quickly settle. This is because staff develop warm, nurturing relationships with them.

Children develop a love of reading as they share their favourite stories with staff, for example 'Goldilocks and the Three Bears'. Older children talk animatedly about their favourite characters and predict what will happen next in the story. Children learn to be healthy. They understand the importance of taking regular exercise and eating foods which are good for them.

Children behave well. They learn to take turns, share resources and are kind to one another. Older children are confident to take the lead in activities and explain to each other what they need to do. This is because staff are positive role models who treat the children with respect. Children enjoy the opportunities to spend time with their friends and work collaboratively with one another. For example, children offer each other guidance and support as they make bird feeders and complete jigsaw puzzles.

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

- The setting is led by a committed and passionate manager. Effective management systems ensure that staff receive the right training and support to fulfil their roles. There have been some changes within the staffing of the setting in the last few months. The new team is coming together well. However, on some occasions, staff do not share best practice across the nursery to accelerate children's learning.
- Children are provided with a fun and stimulating curriculum that engages their interests and enables them to make progress. Exploring the farm and forest school activities are a key strength of the setting. These opportunities significantly enhance the children's confidence, self-esteem and understanding of the world around them. For example, children eagerly tell the inspector about making a bird box with 'real' hammers and nails.
- Children's enthusiasm for the outdoor environment is infectious. Children learn to grow, prepare and cook their own vegetables and to care for animals and the environment. They learn about where their food comes from, for instance that their milk comes from the cows on the farm. They learn about life cycles as they eagerly wait for the arrival of the new lambs. Staff are skilled at making learning

fun and seeing everything as a learning opportunity.

- Children learn to be independent from a young age. They put on their coats, wash their hands and see to their own toileting needs. This helps prepare the children for the transition into the next room or school. Children are skilled at using a range of tools and resources. They concentrate intently as they use a variety of containers to fill with water and transport them to water their plants.
- Older children confidently use a wide range of vocabulary, such as 'nocturnal' and 'hibernation'. Babies are introduced to new words such as 'squishy' and 'shiny' as they explore the sensory box. This helps the children to hear new words to describe what they are seeing and doing.
- Staff have introduced new strategies to support children's acquisition of language and develop their communication skills. However, this is not yet fully embedded across the setting. This means that, on occasion, children are not given sufficient time to respond to a question and questions are not always pitched at the right level for the child.
- Children develop early mathematical skills and an awareness of mathematical language such as 'more' and 'less than'. Older children confidently count to 10 and recognised numbers and shapes in the environment. Staff use counting songs well to introduce younger children to numbers.
- Parents are very complimentary about the setting. They comment on the progress that their children are making and the excellent communication from the staff. They are fully informed of their child's progress.

Safeguarding

The arrangements for safeguarding are effective.

Robust recruitment, vetting and induction help to check the suitability of the staff working with children. Managers and staff understand the setting's child protection and safeguarding policies and procedures. Staff are clear about the actions to take should they have a concern about a colleague. Children learn to keep themselves safe through activities such as building a campfire and caring for the animals on the farm. Children are confident to remind others of how to keep themselves safe. Effective risk management strategies ensure risks are quickly identified and addressed. This means that children are cared for in a safe and secure environment.

What does the setting need to do to improve?

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

- give children ample time to think and respond to questions in order to support their critical thinking skills
- encourage staff to share their good skills and best practice with each other to build on the quality of education throughout the nursery.

Setting details

Unique reference number	EY539365
Local authority	Cheshire West and Chester
Inspection number	10270005
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	52
Number of children on roll	64
Name of registered person	Bradley Barns Nursery Limited
Registered person unique reference number	RP539364
Telephone number	01948838321
Date of previous inspection	27 September 2019

Information about this early years setting

Bradley Barns Nursery registered in 2016. The nursery employs 15 members of childcare staff. Of these, one member of staff holds a qualification at level 4, seven hold qualifications at level 3, and one staff member has qualified teacher status. The nursery opens from Monday to Friday, all year round. Nursery sessions are from 7.30am until 6pm. Out-of-school sessions are from 7.30am until 9am and 3.30pm until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Chris Scully

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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 joint observations of group activities with the manager.
- Parents and carers shared their views of the setting with the inspector.

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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