

Inspection of Barney Bears Nursery Before and After School Club

Barnfields Primary School, Lansdowne Way, STAFFORD ST17 4RD

Inspection date: 13 January 2023

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 are happy and settled. They have developed positive relationships with each other. This is seen as they immediately offer to help their peers to find the resources that they are looking for. Older children show an understanding of their routine. For instance, as staff shake musical instruments, children quickly comment, 'we have five minutes left'. Children select where they want to play, showing a lot of confidence and independence. They use their imagination as they pretend to make pancakes and cold tea in the home corner. Children comment that they enjoy dressing up in the home corner and they like painting activities. They behave well.

Children are thriving at the setting. Children enjoy being physical as they play outdoors. They share their ideas and work together as a team to build their own obstacle course. Children also enjoy sensory activities, such as water play. Some children have fun splashing the water using their hands, while others empty and fill the different-size containers. Staff introduce new vocabulary, such as 'sirens', as children creatively make their own police car or fire engine. Partnership working with other professionals is good. This ensures that children receive the specialist help or support that they require.

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

- The manager is passionate about her role. Her focus is on supporting children's personal, social and emotional development. The manager is keen for children to leave her setting feeling confident to separate from their main carers and able to build relationships with others.
- The support in place for children with special educational needs and/or disabilities is good. This is because leaders quickly identify potential concerns in a child's development. They then work well with parents and other professionals to make referrals and set targets to prevent those children from falling behind. However, at times, leaders do not ensure that this information is shared with all relevant staff to ensure that children consistently have their needs met.
- The curriculum, which covers all areas of learning, is tailored to meet the needs of each individual child. Staff focus on supporting children's communication and language. Children enjoy story time. They make comments and ask questions about the story that they are listening to.
- Staff find out children's starting points from parents. They then continue to monitor children's progress and set next steps for them to achieve. However, occasionally, staff do not use what they know about the children well enough to plan activities that continuously build on what they already know and can do.
- Leaders use various methods to monitor staff performance. They use this to identify further ways that staff can improve their teaching practice. Leaders also

identify any training needs that staff may have, through their supervision process. Staff comment extremely positively about the support that they receive from leaders.

- Parents speak highly of the setting. They comment that leaders have given them the support that they require. Staff find out key information about children from their parents. They also gather information about the children through the use of home visits and settling-in sessions. Staff keep parents up to date about their child's progress, which enables them to continue children's learning at home.
- Staff place focus on supporting children's personal development. They tailor settling-in sessions to meet children's individual needs. This is offered to children when they first start and again as they prepare to transition to the other room in the setting. Staff follow children's medical and dietary requirements well. They also recognise and respond immediately as children become tired or require changing.
- Staff support children to learn about themselves and others. They celebrate a range of festivals and events throughout the year to teach the children about what makes them unique. Children show lots of care and respect towards each other.
- Children are starting to learn about how they can live healthy lifestyles. They kindly remind each other to wash their hands before mealtimes. Children are also provided with a range of balanced and healthy meals throughout the day.

Safeguarding

The arrangements for safeguarding are effective.

Leaders take effective steps to ensure that they meet the correct child-to-adult ratio and qualification requirements. Staff's knowledge of the different types of abuse is secure. They know the action that they should take if concerned about the welfare of a child. This includes making referrals and sharing information with external professionals. Staff recognise the action that they should take if they are concerned about the suitability of another member of staff. Staff undertake effective risk assessments to ensure that the environment is safe and secure. The setting is clean throughout. Staff's knowledge of the setting's fire evacuation procedure is secure.

What does the setting need to do to improve?

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

- share necessary information with relevant staff to ensure that children with special educational needs and/or disabilities consistently have their needs met
- support staff to think more clearly about what they intend for children to learn as they access activities, to ensure that children build on what they already know and can do.

Setting details

Unique reference number	EY342306
Local authority	Staffordshire
Inspection number	10269619
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	2 to 11
Total number of places	70
Number of children on roll	66
Name of registered person	Barnfields Extra
Registered person unique reference number	RP911072
Telephone number	01785337327 (nursery) 07963275430 (club)
Date of previous inspection	13 September 2017

Information about this early years setting

Barney Bears Nursery Before and After School Club registered in 2006 and operates from Barnfields Primary School in Stafford. The setting employs 24 members of childcare staff. Of these, 14 hold an appropriate early years qualification at level 3 or above. The manager is qualified to level 5. The nursery is open from 8.40am until 3pm. The after-school club is open from 7.40am until 8.40am and 3pm until 6pm. The setting also operates a holiday play scheme, which is open from 8am until 5.30pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector
Louise Chinyuku

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector viewed the setting and discussed how they ensure it is safe and suitable.
- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- 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 looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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