

Inspection of BarBar Nursery @ The Rosary

Rosary RC Primary School, Beeches Green, Stroud, Gloucestershire GL5 4AB

Inspection date:

31 January 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Staff greet parents and children warmly as they arrive for each session. Children quickly head inside to join their friends while staff ensure that there is a clear handover of information for the day. Parents and staff value this time.

Staff provide children with familiar routines during their day. This supports children to feel secure. Children enjoy playing with play dough, using diggers in the outdoor sand tray, exploring craft activities and small-world play. At snack time, children know they need to roll up their sleeves then wait their turn before washing their hands. Adults then support children to count the fruit as they serve it and pour their own drinks. When given the opportunity, children enjoy taking responsibility for helping and some enthusiastically offer to help wipe up spillages on the table.

While staff provide a wide array of activities and resources during the day, they do not sequence the curriculum effectively for children to make maximum progress. In many adult-led activities, staff do not ensure that the purpose and expectations are clear. This leads children to become bored and lose interest. For example, when staff encourage children to think about how to move their bodies to music, some children leave the group and chase each other across the floor.

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

- Staff know what children need to learn but place their focus on the long-term goals, rather than the smaller steps needed to support understanding. For example, when asking children to sort photographs of food into healthy and unhealthy groups, they do not ensure that children understand what this means. Furthermore, while staff identify that children do not know the difference between fruit and vegetables, they do not build on this. Consequently, staff provide children with misconceptions by teaching them that food such as chips or burgers will give them a 'poorly tummy'.
- Children form good relationships with the adults around them. Managers ensure that the key-person system builds on the attachments children make once they join the setting. They draw on the experiences of the families as they get to know them, such as incorporating children's home experiences with Chinese New Year.
- Managers and staff aspire to use children's interests to support in developing their whole curriculum. However, staff do not consistently consider ways to extend children's learning and emotional confidence as they play. For example, when children excitedly explore how cars shoot off a table, staff intervene and encourage some children to move to another activity to calm the excitement. The opportunity for personal learning is then lost.
- Children understand when it is time to tidy up. Staff give children five-minute

warnings before finishing their play. This helps children understand what is happening next. However, not all staff provide consistent expectations for children's behaviour. Some children continue to play, and several others choose to hide while staff tidy for them.

- Staff provide children with opportunities to develop their physical skills in a range of ways. They provide clear instructions to keep children safe while allowing them the freedom to climb the pirate ship. Outside, children enjoy exploring small bicycles, however, they quickly give up due to the limited space and bumpy, muddy, ground. Staff do not use this opportunity to develop children's personal development by building their resilience.
- Managers and staff successfully consider the needs of children with early years pupil premium funding. They find ways to support families and use funding to increase children's attendance.
- Parents are very positive about the care their children receive and the support provided to them as families. Several parents describe the setting as 'amazing'.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a clear knowledge of how to identify the main signs of abuse. All staff know who to contact in the event of a safeguarding concern. They also understand the importance of managing allegations against staff and know the appropriate procedures to follow. During their day-to-day practice, staff consider risks within the setting. They put in place systems to manage these, such as getting children to hold the rail as they go up the steps to the outdoor area.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that staff have a thorough understanding of how children learn, then support them to plan appropriately challenging learning opportunities that engage and motivate children	30/04/2023
develop the curriculum so that it is well-sequenced and helps children build on their knowledge over time	30/04/2023

ensure that staff are consistent with expectations for behaviour, particularly at tidy-up time.	30/03/2023
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Setting details

Unique reference number	EY430748
Local authority	Gloucestershire
Inspection number	10263972
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 10
Total number of places	24
Number of children on roll	46
Name of registered person	BarBar Nursery Ltd
Registered person unique reference number	RP905857
Telephone number	07532136525
Date of previous inspection	18 May 2017

Information about this early years setting

BarBar Nursery at The Rosary registered in 2011. The nursery is in the grounds of The Rosary School in the Beeches Green area of Stroud, near Gloucester. The nursery opens each weekday during term time, from 8am to 6pm. It receives funding for the provision of free early years education for children aged two, three and four years. The nursery also offers before-school and after-school care. There are five members of staff working directly with the children. Of these, four have appropriate early years qualifications.

Information about this inspection

Inspector

Rosie Pritchard

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 managers and inspector completed a learning walk together of the pre-school and discussed the early years curriculum.
- Children spoke to the inspector during the inspection.
- The inspector talked to all 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 a joint observation of an activity with the setting manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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