

Inspection of The Barn Childcare

2 Fairfield Road, Fairfield, Stockton On Tees TS19 7AJ

Inspection date: 27 March 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

Children feel safe and secure at this welcoming nursery. Staff greet them warmly when they arrive, and parents share handover information about their children. Settling-in procedures are effective and new children form secure attachments with their key person. They seek them out for comfort when needed. Staff seek information from parents about children when they start. They offer settling-in sessions based on individual children's needs. They use these to get to know children and families well.

Children receive a broad range of learning experiences that help them to develop the skills they need to succeed. They are curious learners, who are keen to join in and show good levels of engagement. For example, children enjoy making dough in pre-school that they then can play with. In the toddler area, children are interested in the toy animals and use them in their play. Babies explore different textures, such as pasta and paint.

Children behave well and staff give them clear guidance. For example, they explain the consequences of children's actions, such as what could happen if they throw a toy. Children receive lots of praise for their efforts. They learn to share and to take account of others. Staff are on hand to offer reminders of 'kind hands', when necessary, to remind them of the nursery rules.

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

- The manager implements an effective curriculum that builds on what children already know and can do. When children start at the nursery, staff carry out an assessment and look at what the child needs to learn next. Reviews are held every six months. This helps staff to identify children's progress and whether there are any delays or gaps in development that they need to address.
- Staff benefit from an effective programme of supervision. The manager observes staff and gives feedback on their performance. This helps them to continue to develop their knowledge and skills. Staff attend additional training for their professional development and to focus on the knowledge they need to help children make the best progress. For example, they have attended training in sign language and use it with children who have delays in speaking.
- Staff provide effective support to children with special educational needs and/or disabilities. They plan precisely to help children to achieve their next key steps. Staff work closely with other professionals, such as speech therapists, to ensure that children achieve their potential.
- Children are strongly supported to develop a love of reading. Staff share books with children of all ages and at every opportunity. They skilfully engage children's interest and anticipation as the stories unfold. Children enjoy sitting

closely with staff and looking at and discussing pictures. They learn to be careful when they turn the pages of the book.

- Leaders support staff to deliver a curriculum that is rich in cultural capital. They offer experiences that they find that children have not had access to. For example, some children had not been on a bus, so staff planned and carried out a bus trip. They also found that children did not understand where vegetables came from. This led to them planting vegetables, such as carrots and pumpkins. Children were then able to have them cooked for their lunch.
- There is a good emphasis on developing children's communication and language. Staff use questioning and respond to children's vocabulary with enthusiasm. They speak clearly to children and repeat words children say so that they hear the correct way to say them. During children's play, they introduce new words, such as 'skydiving', when children use their imagination in their play.
- The provider and manager have a strong vision for the nursery. Through continuous self-evaluation they have identified an action plan for what they would like to develop to make the nursery even better. For example, they have plans to develop a garden area specifically for the use of the baby room.
- Parents are very complimentary about the nursery. They describe the nursery as 'amazing' and say how supportive staff have been of them and their children. They feel well informed about what their children do each day.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of child protection and what to do should they have concerns about a child's welfare. They have a clear understanding of what to do if they have concerns about a colleague's conduct. The manager checks staff's knowledge and understanding of safeguarding through a 'question of the week'. This helps her to identify where knowledge needs to be updated. For example, they have recently had training about county lines. The nursery is safe and secure. Staff carry out risk assessments to make sure that all areas are safe, including the outdoors, before children use them.

What does the setting need to do to improve?

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

- fully implement the action plans to make improvements to the nursery to help promote the best possible outcomes for children.

Setting details

Unique reference number	EY559582
Local authority	Stockton-on-Tees
Inspection number	10283747
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 11
Total number of places	45
Number of children on roll	68
Name of registered person	The Barn Childcare Limited
Registered person unique reference number	RP533073
Telephone number	01642 587781
Date of previous inspection	12 September 2018

Information about this early years setting

The Barn Childcare registered in 2018. The setting employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above. The setting opens from Monday to Friday, all year round. Sessions are from 7am until 6pm. The setting provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Lynne Pope

Inspection activities

- This was the first inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk and discussed how the curriculum and the setting are organised.
- The inspector observed and discussed with the manager the safety and suitability of the premises.
- Parents, children and staff spoke to the inspector at convenient times during the inspection and their views were taken into account.
- The manager completed a joint observation with the inspector to evaluate the quality of education.
- The inspector spoke with the provider and manager about the leadership and management of 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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