

Inspection of BarBar Nursery @ Stratford Park

The Old Tennis Pavilion, Stratford Park, STROUD, Gloucestershire GL5 4AF

Inspection date: 25 May 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

Children are greeted by kind staff who welcome them into the nursery. They take responsibility for small tasks and learn to put their belongings away. Children access a range of resources and make independent choices about where they would like to play and what with. However, the quality of teaching at the nursery is variable. The curriculum is not consistently implemented to ensure that children are engaged in their play and learning. Staff do not always have the confidence to adapt their teaching to suit children's individual needs. When children become unsettled and upset, staff do not consider children's emotional needs but continue with the planned activity, until the manager intervenes.

That said, babies benefit from a calm and relaxed environment. They explore different trays filled with materials to stimulate their senses. Babies develop their grasp as they touch and smell scented dough. They crawl around, which helps them to develop their strength and coordination. Babies pull themselves up into a standing position as they hold onto low-level furniture. They receive lots of praise and encouragement from enthusiastic staff, who support their early communication skills. Staff use visual aids, such as wooden 'singing spoons' to support young children to make choices about the songs they would like to sing. Children are familiar with these songs and anticipate the song they will sing based on which wooden spoon has been selected. They lay down on the floor, ready for staff to sing a song about sleeping bunnies.

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

- The manager recognises there are improvements to be made. Although she has made some changes, such as improving opportunities for outdoor learning, weaknesses in the delivery of the curriculum remain. The quality of education is not yet good enough.
- The manager does not monitor the curriculum well enough to identify and rectify weaknesses in practice. Although staff feel supported in their roles and have access to a wide range of online training, the manager is yet to effectively monitor staff's practice and target training opportunities, to raise the quality of teaching to a consistently good level.
- Staff consider ways to inspire children's awe and wonder in the world. They support children to learn about the life cycle of a butterfly, and recall key vocabulary, such as 'chrysalis' and 'cocoon' as they discuss the butterfly's lives before they release them. However, staff do not always effectively plan and deliver group activities to meet the needs of all children. They do not encourage children with special educational needs (SEND) and those who speak English as an additional language (EAL) to actively join in. Children with SEND and EAL do not receive the level of support required to benefit from learning experiences in

the same way as their peers.

- Children work together in small groups to make dough. They follow a recipe card and develop their hand-to-eye coordination as they mix the ingredients together. Children confidently express their thoughts and ideas. They tell visitors, 'It is too sticky and it looks like porridge'. Children display a can-do attitude. They persevere with the mixture and add more flour to make the dough thicker.
- Staff recognise when children's communication and language is delayed and make referrals to the speech and language team for further support. They speak to children during their play and ask simple questions which give children time to think and respond. However, staff do not effectively support all children who are learning to speak English as an additional language. They are yet to provide them with enough opportunities to develop or use their home language in play and learning, to fully support their communication and language skills.
- Parents are complimentary about the nursery and the supportive nature of staff. They appreciate the time taken during the settling-in process to answer any questions they may have. Parents comment on the in-depth verbal handovers at collection time. They value the photos of children's experiences that are shared through online learning records.
- The nursery forms effective links with local schools that children will move on to when their early years educational journey comes to an end. They invite teachers to visit children and their key person at the nursery, to share information and help children to be ready for the move to school when the time comes.

Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility keep children safe from harm. They attend child protection training to make sure their knowledge of safeguarding practice remains up to date. Staff display an effective knowledge of safeguarding policies and procedures. They know where to access them should they need to refresh their knowledge. Staff are aware of the potential signs and symptoms that may indicate a child is at risk of harm. They know how to report concerns and escalate these to the relevant authorities if required. Staff are aware of the nursery's whistle-blowing policy and reporting procedures if they are concerned about a colleague's practice.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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improve procedures for the monitoring and supervision of staff to target professional development opportunities and raise the quality of teaching to a consistently good level	25/08/2023
ensure the curriculum meets the needs of all children who attend, with particular regards to children with SEND and those who speak English as an additional language, to help them make the best possible progress in their learning and development	25/06/2023
improve opportunities for children to use their home language at nursery, to further support their communication and language skills.	25/06/2023

Setting details

Unique reference number	EY430712
Local authority	Gloucestershire
Inspection number	10285355
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	49
Number of children on roll	64
Name of registered person	BarBar Nursery Ltd
Registered person unique reference number	RP905857
Telephone number	01453840474
Date of previous inspection	3 October 2017

Information about this early years setting

BarBar Nursery @ Stratford Park opened in 2008 and re-registered in 2011. It is located in Stroud. The privately run nursery is one of three settings owned by the provider. The nursery is open from 8am to 6pm, Monday to Friday, all year round, apart from bank holidays. A team of 16 staff work directly with children. Of these, 10 hold relevant early years qualifications between level 2 and level 7. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Holly Smith

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 two joint observations of group activities with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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