

# Inspection of BarBar Nursery @ The Rosary

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

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Inspection date: 20 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Requires improvement

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

### The provision is good

Children arrive excited for their day at nursery. They confidently enter the playrooms. Welcoming staff and friends greet them happily. Children develop their independence when they find their own name pegs and hang up their bags and coats. Children eagerly seek activities to engage with. They find their friends and play happily together.

Leaders and staff have worked hard to improve since the last inspection. They have created a well-sequenced curriculum that incorporates the needs of all the children. During the time of the inspection, there is a focus on developing children's muscle movement and coordination in preparation for early writing skills. Younger children develop and strengthen their muscles as they manipulate play dough with their hands. Older children use scissors to cut paper and thread laces onto picture boards. Staff, who support children carefully, model movements and challenge children where needed. For example, staff ask younger children if they can make different sized balls with the play dough. They ask older children if they can cut out a variety of different shapes. Staff provide children with opportunities to build on what they can already do and help them to reach the next stage of development.

Parents speak highly of the care and education their children receive while at the nursery. They share that their children have made very good progress. Staff are caring and provide parents with feedback about their children's learning and development. Parents are confident that their children are well supported.

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

- Leaders create a positive and engaging environment for all who attend. Staff report that they are happy and well supported by leaders and their team. Leaders are approachable and provide staff with training and support to enable them to successfully fulfil their roles. Staff are passionate about their roles and provide children with good quality care and teaching.
- Staff begin to embed consistent expectations for children's behaviour. Children generally behave well and have respect for others around them. At tidy-up times, children work together. If children lack enthusiasm, staff skilfully involve them by saying, 'Can you help me?'. Children are then keen to engage. However, on occasion, when children shout or run indoors, staff ask them to stop but do not remind them why this is important. Staff also do not always use positive reinforcement to support children's behaviour. At times, they use phrases like 'Good waiting', and children respond well to this. However, staff do not use this approach consistently, therefore, children are not always clear of the expectations. Children do not always learn the impact that their actions may have on others.

- Children create their own games using what they have already learned. Older children in the book corner read stories to dolls. They create their own narrative, playing 'hide and seek' with them. Younger children push toy cars around the toy garage. They show determination when they struggle to wind up the 'lift'. Staff close by give children time to have a go. They support and model where needed. Children are resilient and play with purpose.
- Children build meaningful relationships with staff and their friends. At snack time, children say to their friends, 'Come and sit here'. They then excitedly discuss their day and what is happening next. Children in the home corner make 'tea and cake' and serve it to staff. Children confidently seek staff if they need help and enjoy cuddles with them when they need reassurance. Children are safe and secure.
- Staff create exciting group activities for children. Children sit for song and story time. Staff encourage children to recall what they already know in the story. Children confidently answer. Staff incorporate mathematical skills when they ask children to count the pictures they can see in the book. However, at times, younger children lack engagement and seek their own books to look at. Other children become fidgety and distract those around them. Staff do not always carefully plan activities to ensure that all children get the best learning opportunities from the experience.
- Children with English as an additional language and special educational needs and/or disabilities are well supported. Staff know children very well. They use their knowledge of the children to help close the gaps in learning. They learn simple words in children's home languages to support children's understanding. The special educational needs coordinator liaises with parents and outside agencies to ensure children get the support they need. Children make good progress.

## Safeguarding

The arrangements for safeguarding are effective.

The leaders and staff provide a safe and secure environment for children to play and learn. They are aware of the signs and symptoms that may be indicators a child is at risk of harm. Staff are aware of the procedures to follow should they have a concern about a child's welfare. They know how to escalate concerns to outside agencies should they need to. Staff are aware of how to report a concern regarding a colleague's conduct if necessary. The leaders implement a robust recruitment procedure to help ensure that all staff are suitable to work with children and that they continue to be suitable.

## What does the setting need to do to improve?

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

- consistently use positive reinforcement when reminding children how to behave and explain the impact their actions may have on others
- carefully plan group activities to meet the needs of all children, especially the youngest children, to help ensure that they get the best learning experiences.

## Setting details

<b>Unique reference number</b>	EY430748
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10299385
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	BarBar Nursery Ltd
<b>Registered person unique reference number</b>	RP905857
<b>Telephone number</b>	07532136525
<b>Date of previous inspection</b>	31 January 2023

## 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 is in receipt of funding for the provision of early years education for children aged two, three and four years. The nursery also offers before- 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

Sarah-Louise Clements

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The leader and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke with the leader about the leadership and management of the setting.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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.
- Staff spoke to the inspectors during the inspection.
- The inspector carried out a joint observation of a group activity with the leader.

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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