

# Inspection of The Barn Nursery School

Stapehill Farm, Uddens Drive, Wimborne, Dorset BH21 7BE

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Inspection date: 18 July 2023

**Overall effectiveness** **Good**

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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 Good

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

### **The provision is good**

Children are happy and excited as they arrive; they are welcomed warmly by friendly staff. Children greet their friends and begin to play together immediately. Younger children participate in activities that help them identify colours and follow instructions. They seek and find blocks linking to particular colours. Older children maintain good levels of attention and listening. For instance, during a planned activity, they explore letters and sounds, and identify words confidently that begin with the letter 'z'. This supports children to develop the skills required for future reading.

The manager has clear intentions for what she wants children to learn. When staff begin reading a book about sea creatures, the children wonder if sharks will be in the story. Children talk eagerly about the story, point out pictures and describe what they can see. They are developing a love of books.

Following the COVID-19 pandemic, staff continue to work closely with parents when their children join the nursery. This allows staff to be able to understand children's needs and how to support them from the start. The nursery offers flexible settling-in sessions for children and their families. This supports children to feel confident and settled.

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

- The manager is passionate about providing children with the best start to their early education. All staff know all the children well and their next steps in learning. They plan challenging and enjoyable activities that are based on children's individual learning needs and interests. Consequently, children make good progress.
- The manager has good systems in place to identify and help children at risk of falling behind in their learning. She works collaboratively with external professionals to create targeted plans. This helps to break down barriers in children's learning and improve their situations.
- Staff interact with children constantly during the day, listening and responding warmly to what they have to say. They engage in the many conversations that occur. For example, children talk about their recent visit to a beach. However, staff ask too many questions that require just one-word answers. This does not encourage children to develop their thinking skills fully.
- Songs and music play a big part in the nursery. Children enjoy singing nursery rhymes and using actions, with the manager playing the piano. They ask the manager to play songs faster or slower. This supports children's communication, language and understanding of rhythm.
- Staff promote healthy lifestyles throughout the day. Children have access to

fresh drinking water and a variety of nutritious snacks. They enjoy fresh air and exercise in the nursery garden. Furthermore, children take part in sports sessions. This helps to build their physical development and supports their emotional health and well-being.

- Children develop their independence skills confidently. They choose their own snack and pour their own drinks. Younger children learn to take off their shoes and put on their slippers, and older children start to manage their personal care.
- The manager and staff have worked at the nursery for a long time. Staff are keen to build on their knowledge and skills. They complete mandatory training and research and work closely with parents. Staff comment that they are a small team who get on well together and that the manager is always open to change. However, there is scope to build further on the staff's professional knowledge to help them to achieve the highest-quality provision.
- Parents are keen to express their opinions on the care their children receive and speak positively of the individual support the staff provide. They comment that the staff are 'kind', 'nurturing' and 'always there to support the children as well as the parents'. Parents know what staff are teaching their children. They appreciate the regular chats staff hold with them and the updates about their children's progress. As a result, parents know how to support their child's development at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team and staff have a secure understanding of their responsibilities to protect children. They know the procedures to follow if they have concerns about children's welfare, including protecting children from extreme views. The management team and staff ensure that the premises are always secure and identify and minimise any potential hazards to children's safety. Staff have trust in each other but also have a clear understanding of whistle-blowing procedures and who to contact should the need arise. The manager conducts periodic suitability checks throughout the year as part of staff supervision.

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

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

- make better use of questioning during children's discussions to increase their thinking skills and promote their language development further
- enhance professional development opportunities to drive the good quality of practice to the highest level.

## Setting details

<b>Unique reference number</b>	144321
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10298814
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	23
<b>Name of registered person</b>	Burbidge, Luanne Denise
<b>Registered person unique reference number</b>	RP908702
<b>Telephone number</b>	01202 872143
<b>Date of previous inspection</b>	10 January 2018

## Information about this early years setting

The Barn Nursery School registered in 1974. It operates on a family farm between Ferndown and Wimborne in Dorset. The nursery offers funding for the provision of free early education for children aged two, three and four years. The nursery opens four days a week, from Tuesday to Friday, during term time. The nursery offers different sessions and opening hours between 8.45am and 2.45pm. The owner and three members of staff work with the children. Of these, one holds early years qualifications at level 6 and one at level 3; the owner has qualified teacher status.

## Information about this inspection

### Inspector

Rachel Cornish

## 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 provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together. They observed activities in the indoor and outdoor learning environments used by children.
- The inspector observed a focused activity and evaluated this with the owner.
- The inspector spoke with the management team, staff and children at appropriate times during the inspection.
- Children's records were looked at by the inspector, as well as a range of other documentation.
- Evidence of staff's qualifications and the suitability of all those working in the setting were checked by the inspector.
- The inspector spoke to parents at the nursery 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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