

Inspection of Barnowls Nursery Limited

8 New Road, Aston Clinton, Aylesbury, Buckinghamshire HP22 5JD

Inspection date: 17 October 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

The manager has a clear intent for the curriculum and what children will learn. This encourages them to be independent and active, develop a love of books and reading, and communicate effectively. There is also a focus on encouraging children to use mathematics in their play. The curriculum is successful because of its simplicity. All staff know and understand what children need to learn, and it is successfully implemented across all the age ranges. As a result, children do well at the nursery. They arrive with enthusiasm and show eagerness and excitement for their learning. Staff appreciate that teaching is a two-way process and that they need to stand back, at times, and allow children to absorb new learning. Children show their ability to put their learning into action. For example, they use counting and simple addition throughout the day. At lunchtime, children realise that two extra chairs are needed for all children to be able to sit down. Younger children count during songs and rhymes and begin to place numbers in the correct order.

Staff provide children with nurturing and genuine care and affection. They are superb role models for how to treat people with kindness and respect. Children replicate this in their interactions with each other. Children's behaviour is excellent.

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

- The manager involves staff in developing and shaping the curriculum for children. Therefore, staff are fully invested in ensuring that they implement it effectively. Their astute observations and assessments of children's good progress confirm the success of the curriculum.
- Staff put very well-targeted plans in place for children with special educational needs and/or disabilities (SEND). They know children and their needs extremely well. Staff refer children swiftly to outside professionals, when needed. They are tenacious in ensuring that children receive the right support to help them to meet their full potential at the nursery. Consequently, children with SEND make excellent progress from their initial starting points.
- Children grow increasingly confident in meeting their own personal needs. They are becoming proficient in feeding and dressing themselves and using the bathroom. Young children begin to make choices about where and how they play. Older children are given the very special job of being the 'daily helper'. This boosts their confidence, and they take the responsibility of handing out lunch boxes and water bottles very seriously.
- Staff promote children's communicate and language skills well. They provide a commentary for children's play and engage in conversation with them. For children who are non-verbal, staff use sign language to help them to express themselves. This is effective in helping all children to have their views, feelings and emotions known in the nursery.

- Cosy and enticing book corners appeal to children. Staff read to children and encourage them to enjoy looking at books by themselves. Children climb into book reading 'boats' made from baskets. This gives them a quiet, snug space to enjoy searching through the pages of their favourite books, looking at characters they recognise.
- Children take great delight in growing fruit and vegetables in the nursery garden and talk with authority about how they have helped their pumpkins to grow. The manager has made links with the local community to develop the garden area. This helps to contribute towards the highly exciting outdoor areas where children play.
- Staff embrace diversity and celebrate what makes children unique, including finding out about their home lives.
- Staff use different ways of communicating with parents about their children's progress. This is successful in the pre-school and parents are satisfied with the level of information they receive. However, in other areas of the nursery, parents would like more information to help them to understand the progress children make and to support their next steps.
- All staff are well qualified and undertake some training to enhance their good knowledge. However, supervision sessions for the manager and staff do not consistently provide them with ways to enhance their personal effectiveness even further.

Safeguarding

The arrangements for safeguarding are effective.

The manager has extensive awareness of safeguarding issues. Staff are alert when children are vulnerable and need extra support, such as when families face social and financial difficulties. The manager takes decisive action to obtain information about organisations who can support the family. All staff have a clear understanding about their roles and responsibilities in keeping children safe. This includes through supervising them closely, conducting risk assessments and being alert to indications that children are at risk of harm. There are robust procedures in place for the safe recruitment of staff and for referring any concerns about children's welfare to local safeguarding partners.

What does the setting need to do to improve?

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

- expand on communication with parents to provide all parents with enough information so that they feel confident in supporting children's learning at home.
- develop supervision for the staff and manager to provide them with feedback that enables them to enhance their practice and increase their confidence in their roles.

Setting details

Unique reference number	EY412558
Local authority	Buckinghamshire
Inspection number	10305028
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	66
Number of children on roll	79
Name of registered person	Barnowls Nursery Limited
Registered person unique reference number	RP904150
Telephone number	01296 632692
Date of previous inspection	8 February 2018

Information about this early years setting

Barnowls Nursery Limited registered in 2010. It is located in Aston Clinton, Buckinghamshire. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 2 or above. The nursery is open Monday to Friday, from 7.30am until 6pm, all year round. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Hayley Marshall-Gowen

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 inspector discussed the intent of the curriculum and observed its implementation during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- During the inspection, the inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- Parents were invited to share their views with the inspector. Several parents discussed their views during the inspection and the inspector took account of all feedback received.

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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