

# Inspection of Barney Lodge Nursery School

5 Westbury Road, Warminster BA12 0AN

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Inspection date:

17 January 2024

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## **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

Not applicable

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

### **The provision requires improvement**

Children arrive confidently and are greeted by warm, caring staff. Children show pride in their achievements and encourage others to achieve their goals. For example, when some children find it difficult to use tongs at mealtimes, others say, 'You can do it!' Staff develop children's communication and language skills well. For example, they teach children new vocabulary and repeat their speech to help them learn to pronounce words correctly. Children use signing from an early age to express their needs. Older children use language well. For example, they say that they are 'balancing' as they play outside. Children get plenty of fresh air and exercise to help keep them fit and healthy. However, staff do not always ensure they have the required resources ready for outdoor play, which disrupts children's play and learning.

Staff organise activities to support their key children to reach the next steps in their development. However, group activities are not always organised well enough to maintain children's attention. Transitions from one activity to another sometimes take too long, and children lose focus and wander away. Staff do not manage children's behaviour in a consistent way to help children understand the rules, expectations and potential consequences of their actions. Despite this, staff work with parents to ensure children make good progress from the outset, which helps to prepare them for the next stage in their education.

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

- The manager plans a balanced curriculum with a focus on developing children's communication, physical and social skills. Staff use assessment well to identify any gaps in children's learning and put interventions in place to close them. For example, pre-school children benefit from targeted speech and language support.
- There have been recent changes to the organisation of some rooms due to a risk assessment resulting in the closure of one room. Staff have not yet embedded effective transitions between activities to help keep all children engaged and ensure continuous learning. For example, the transitions to mealtimes take too long, and some younger children become upset because it is not clear what is happening next.
- Some pre-school children express their feelings and emotions and empathise with others. Staff tell children when their behaviour is inappropriate and intervene to keep children safe. However, they do not explain why their behaviour is unacceptable. For example, when children push others, staff tell them to 'use kind hands' but do not explain what this means or tell them why. Children repeat unwanted behaviour as a result.
- The manager provides regular supervision for staff to identify training needs.

However, she does not ensure that all staff fully understand all their roles and responsibilities. Despite clear procedures being in place regarding how to prepare for outdoor play, staff do not always have the resources they need to ensure children's care and learning needs are met. As a result, children's learning is disrupted as staff repeatedly go inside to retrieve items.

- Staff support children to develop their imaginations through role play. For example, they pretend to be on a bus with pre-school children. However, group activities are not always planned well enough to keep children engaged. For example, other staff and parents walk through group activities to get to the door, which distracts children, and they lose focus.
- Children explore a variety of sensory materials, including sand, water and gloop, to develop their sense of curiosity and exploration. For example, they use paintbrushes to make marks on the walls outside. Children manipulate play dough with tools and their hands to help build the muscles they need for early writing.
- Staff encourage children to be independent, which helps to build their self-esteem in preparation for school. For example, they teach toddlers how to put on their own coats. Children help themselves to healthy, nutritious meals and snacks and drink from open cups from an early age.
- Staff read stories to children with enthusiasm to nurture a love of books. Children sing songs and play musical instruments, which helps to develop their creative skills. Parents have access to a library of books, which they are able to borrow to share with their children at home.
- The special educational needs and disabilities coordinator works with parents, staff and external professionals to support the care and learning of children with additional needs. The manager uses extra funding effectively to provide one-to-ones between staff and children and a sensory room to soothe and calm children.
- Parents report that they receive regular updates about their children's progress, including ways they can extend their children's learning at home. They say that their children are happy to attend the nursery and that staff are approachable and caring.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

	<b>Due date</b>
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improve staff's understanding of their roles and responsibilities, particularly when preparing the outdoor area, to ensure that all necessary resources and equipment are ready to use	31/01/2024
train staff to implement effective and consistent behaviour management strategies to better support children's understanding of the rules and expectations and potential consequences of their actions.	14/02/2024

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

- improve the organisation of group activities to reduce distraction and help all children remain focused and engaged in their learning
- review and improve the organisation of routines to prevent children from waiting for long periods of time between transitions.

## Setting details

<b>Unique reference number</b>	2715177
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10326311
<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>	0 to 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	99
<b>Name of registered person</b>	Storal Nurseries Limited
<b>Registered person unique reference number</b>	RP524868
<b>Telephone number</b>	01985 214286
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Barney Lodge Nursery School registered in 2023. It is located in Warminster. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round. The nursery employs 17 staff who work directly with children. The manager holds a relevant level 6 qualification, eight staff are qualified at level 3, four are qualified at level 2 and four are unqualified. The nursery receives funding for the provision of free early education for children aged two-, three- and four-years-old.

## Information about this inspection

### Inspector

Lisa Large

## 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- 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 observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.

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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