

Inspection of BarBar Nursery @ Stratford Park

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

Inspection date: 28 February 2024

Overall effectiveness	Good
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 are content and at ease in this welcoming nursery and show they have formed secure attachments with staff. Young babies are keen to explore the toys and activities and seek out their special adult for reassurance when needed or to show off their achievements, such as when they pull themselves up to standing. Toddlers join in the activities with staff, spending long periods exploring the gloop and sand, saying how 'colourful' it is when staff add colouring for them to mix in. Older children join in with large group activities and are confident to share their thoughts. They talk about the weather being 'cloudy' and 'cold' and decide they need to wear their coats outside to play. The environment is busy but calm, and children show a positive attitude towards their learning.

The manager offers the children a broad curriculum based on the children's individual needs and interests. She makes sure that additional experiences, such as baking and trips out in the local environment, are arranged on different days so that all children have access to them. Staff monitor children's progress carefully and seek early intervention for those who are showing gaps in their learning and development. All children, including those who learn English as an additional language and those at risk of falling behind, make good progress.

Children are keen to play outside in the fresh air and show they are developing their physical skills. Younger children practise throwing balls and climbing up the steps to slide down the slide. Older children enjoy running around and participating in circle games.

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

- Management has reflected on practice and made improvements since the last inspection. Staff interact well with the children and overall, offer them challenging activities to support their progress. Staff are quick to identify when children need extra support, liaise with parents and professionals, and put in place plans to help them catch up. Children who learn English as an additional language have their backgrounds reflected and respected in the nursery.
- Children's behaviour is very good. Young children learn to wait their turn when they choose the 'song spoon' at singing time. Staff praise them for their achievements, and this helps boost children's self-esteem. Older children show they know the rules of the group. They take it in turns to stir the mixture when baking and pass around the cake cases to put in the tray. They line up to go outside and put their hand up when they want to contribute to group discussions.
- Staff support children's communication and language effectively. They reinforce simple words with the young children and offer a narrative during their play. All

children are keen to join in with singing and story time, and with staff singing during routines, such as when young children wash their hands. Older children are confident talkers. They name the ingredients they have used for making their cakes, showing they recall prior knowledge and talk about what they may need to decorate the cakes when they are cooked.

- Overall, children develop good levels of independence from a young age. Young children are encouraged to feed themselves and drink from open cups. Older children serve their food and carry it to the table, and they put their coats on to go outside to play. This helps them develop some of the skills they need for their next stage in education.
- Partnerships with parents is good overall. Parents report that their children have made very good progress at nursery, particularly with their confidence and language. They say that staff know their children's interests well and support their next steps through the activities provided. However, on occasion, staff do not fully engage parents in understanding the importance of supporting children's personal self-care skills in readiness for school.
- Staff promote children's mathematical development well overall. They use simple mathematical language with young children, such as 'big' and 'full'. Older children confidently count the number of children in different groups and recognise which group has more children. However, staff do not always think of additional ways to challenge them, such as by introducing numerals and more interactive sessions, to extend their learning further.
- Staff report they feel supported by management and can approach them at any time for help and advice. Staff have attended mandatory training and have a thorough knowledge of safeguarding and child protection issues. They have access to additional training that has enabled them to introduce new ideas into the nursery to promote children's development further. For example, staff report they find out more details about children's home languages and key words they may need to help children settle into nursery.

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

- improve information sharing with parents about the importance of children learning to manage their own personal needs in readiness for school
- help staff find additional ways to challenge and extend older and more able children's mathematical development.

Setting details

Unique reference number	EY430712
Local authority	Gloucestershire
Inspection number	10299128
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	74
Name of registered person	BarBar Nursery Ltd
Registered person unique reference number	RP905857
Telephone number	01453840474
Date of previous inspection	25 May 2023

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 17 staff work directly with children. Of these, 12 hold relevant early years qualifications between level 2 and level 6. Five members of staff are on training programmes to gain a qualification at level 2 or 3. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Charlotte Jenkin

Inspection activities

- The inspector discussed any continued impact of the pandemic with the manager and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together and talked about the curriculum and what they want children to learn.
- The inspector observed staff's interactions with children, indoors and outdoors, and the impact of these on children's learning.
- Staff spoke to the inspector at appropriate times during the inspection. Children told the inspector what they enjoy doing while at nursery.
- The inspector sampled some documentation, including suitability checks and qualification certificates.
- The inspector carried out a joint observation of an activity with the manager and discussed the impact of this on children's learning.
- Parents shared their views of the nursery with the inspector, who 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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