

Inspection of Barley Barn Sawbridgeworth

4 Bell Street, Sawbridgeworth, Hertfordshire CM21 9AN

Inspection date: 21 February 2024

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Leaders and staff plan and implement a highly ambitious curriculum that continually inspires, engages and motivates children to learn. This helps them to make exceptional progress from their starting points. Children quickly become highly confident communicators. They use increasingly complex words and sentences to share their thoughts and ideas. For example, pre-school children describe the harmful effect of rubbish on the ocean and sea life. Staff cleverly introduce further activities to support children's conversational skills as they encourage them to consider how they can recycle at nursery. Younger children use their developing language to explain what they have drawn on their pictures. They narrate their play as they create models using play dough and fresh flowers. Staff introduce related words, such as 'scent' and 'petal', to help children extend their vocabulary even further.

Children's behaviour is exceptional. Staff continually praise and encourage children to help them learn to respect each other, share and take turns. Babies show high levels of cooperation and patience as they sit side by side on staff's laps to listen to a story. Toddlers show high levels of care and concern when they see their friends upset. They find children's own 'family' books, which they gently give to their friends, helping to soothe and reassure them. Toddlers tackle challenge with a highly positive attitude and determination. Toy animals frozen in ice are quickly freed, and staff narrate children's actions, helping to develop their range of words.

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

- Pre-school children excitedly explore famous artwork, taking great care and time to recreate their own interpretation. They observe and notice the features, commenting to staff about the colours in the sky and stars. Children proudly show their 'starry, starry sky' pictures to staff, before they are put on the wall next to the original. Children reflect and comment on the fact that painters such as Vincent Van Gogh do not become famous while they are alive.
- Children form close friendships with each other. For example, pre-school children use their vivid imaginative skills to create 'shows' for adults to watch, complete with music, singing and highly enthusiastic instrument playing.
- Leaders are passionate about providing exceptionally high levels of care and learning for children. They continually encourage and support staff to build on their existing knowledge. Staff are extremely keen to work towards higher levels of qualifications and develop new skills such as sign language. Consequently, staff feel valued and excited to further their professional development. This helps to raise the quality of teaching continuously, and it supports children to make the best possible progress.
- Staff make excellent and highly effective use of stories and books to help

support children's communication and language development. Inviting book areas with favourite stories and related resources encourage children to snuggle up with staff and enjoy being read to. Children listen intently to the story of 'The Tiger Who Came to Tea'. As children get older and more familiar with stories, they ask questions and repeat favourite lines from the book. Staff encourage parents to take books home to share with their children, which helps to develop a love of stories and supports their communication and language skills.

- Babies enjoy lots of messy play, exploring foam with their hands. They develop their physical skills as they reach out for the endless streams of soapy bubbles staff blow. Staff take exceptional care to mimic babies' routines from home. Sleep times and milk feeds are guided by babies' needs and parents' wishes. Consequently, babies display high levels of emotional well-being and contentment. They show that they feel extremely safe and secure in the warm, caring environment.
- Partnerships with parents are highly successful. Parents share how happy they are with the care their children receive. They comment on the excellent progress their children are making. Parents appreciate the consistent, ongoing information sharing, both verbally and online. This enables them to stay fully aware of what their children are currently learning, as well as their next steps.
- Links with local schools and teachers help to prepare children for their move on to the next stage in their learning. Staff encourage teachers to visit children in the nursery. This provides opportunities for teachers and staff to discuss children's progress and achievements. Partnerships with other professionals ensure that staff can seek prompt support and guidance to help children with special educational needs and/or disabilities.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY478927
Local authority	Hertfordshire
Inspection number	10311693
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	79
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01279 216 370
Date of previous inspection	5 April 2018

Information about this early years setting

Barley Barn Sawbridgeworth registered in 2014. It operates from a large converted house in Sawbridgeworth in Hertfordshire. The nursery opens on Monday to Friday, all year round, from 7.30am to 6.30pm. The nursery employs 31 members of childcare staff, 23 of whom are qualified, including two members of staff who hold qualified teacher status. Twenty-one members of staff hold qualifications at level 2 or above. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Sue Buckingham

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 provision.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 spoke to a parent and took account of parents' written views supplied for the inspection.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector carried out joint observations of a group 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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