

Inspection of Manor Barn Day Nursery

Manor Farm, High Street, Walcott, LINCOLN LN4 3SN

Inspection date: 18 April 2024

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

Children are immersed in an environment full of rich and varied language. Staff use effective strategies to promote children's communication development. They frequently read to children and happily repeat stories, knowing this will help secure children's vocabulary development. The impact is quickly seen as young toddlers sound out the word 'aeroplane' after hearing it several times. Staff swiftly respond to babies' babbling. They engage in back-and-forth chatter, which forms the basis of babies' conversational skills. Staff welcome children's contributions during large-group times. Pre-school children confidently communicate and recall stories about their holidays. Staff's encouragement and interest in what children are saying build their self-esteem and desire to talk even more.

Children learn how to care and have consideration for living things. Staff provide pre-school children with a calendar so that they can excitedly count down the days as they wait for eggs to hatch. After this happens, children sit close to where their pet chicks live to watch over them and keep them safe. Staff show children how to look after the chicks, making sure they have enough bedding and water each day. Through this learning, children develop important skills that will shape their character, such as kindness and respect.

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

- The manager has a secure understanding of what children need to learn and a clear vision of how staff should teach this. She has communicated this effectively with staff, and as a result, the whole staff team has the knowledge and skill that it needs to provide quality early years education. This means that children are progressing very well in their learning and development.
- Staff are skilled at supporting children who have special educational needs and/or disabilities. They work closely with external support services so that children receive the targeted intervention that they need to make good progress. Staff are committed and show tenacity when sourcing additional funding to help enhance the provision for children who have SEND. This includes fundraising for resources that support children's sensory development.
- Children learn about what makes their community unique. Staff consider children's agricultural heritage when planning activities. They maximise the opportunities that being situated in a rural location provides. For instance, children have hands-on experiences when learning about farming. Babies are taken on walks to feed local sheep. Staff organise visitors to bring lambs and a tractor into the nursery to further enhance children's understanding of the world around them.
- The manager prioritises staff's well-being, and as a result, the staff team is happy and motivated. Staff say that it is a privilege to look after the children

who attend the nursery. The manager is reflective and constantly drives improvement, involving staff in decision-making along the way. A positive culture of collaboration and teamwork runs throughout the nursery.

- The manager has implemented an effective key-person system. Children who are new to the nursery settle with ease. Staff understand the importance of building secure bonds with babies. They do this by being attentive and responsive through their interactions. Staff gather lots of useful information from parents during transition visits, which means they can follow the babies' routine without delay.
- Staff use a variety of communication methods to share information with parents. Parents explain that staff regularly update the online app with photos and comments about their child's day. That said, staff have not made sure that all parents know and understand how to access key information, such as resources to support their children's learning at home.
- For the most part, children show high levels of curiosity and enjoyment in their learning. Staff play alongside children and teach new skills and knowledge by linking this to children's interests. However, on occasion, some children show less engagement in an activity, for instance when they are tired. There is sometimes a slight delay in staff noticing when this happens and making sure children's care and learning needs are continually being met.

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:

- engage with parents effectively to make sure they fully understand the information that staff share
- support staff to recognise and respond swiftly when children show less involvement in an activity.

Setting details

Unique reference number	EY450762
Local authority	Lincolnshire
Inspection number	10337215
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 12
Total number of places	54
Number of children on roll	79
Name of registered person	Barns Day Nursery Limited
Registered person unique reference number	RP531814
Telephone number	01526 861367
Date of previous inspection	16 August 2018

Information about this early years setting

Manor Barn Day Nursery registered in 2012. The nursery employs 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, all year round, except for bank holidays and a week over Christmas. Sessions are from 7.30am to 5.30pm. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Whalley

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 setting and discussed the early years curriculum.
- Children confidently 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 carried out a joint observation of a group activity with the manager.
- The inspector spoke to four parents during the inspection and read reviews written by eight parents, and they took account of their views.
- The inspector spoke to staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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