

# Inspection of Barnies Day Nursery

Bell 5, The Hop Farm Country Park, Beltring, Paddock Wood, Kent TN12 6PY

---

Inspection date: 1 October 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 Outstanding

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

### **The provision is good**

The staff place children at the heart of everything they do at this inclusive and welcoming nursery. Children enter with confidence and settle at activities that interest them. They have formed good bonds with staff, who know their individual needs and interests. Younger children show that they feel secure as they approach staff for cuddles and reassurance when needed. Children are respectful and consistently display positive behaviours. They demonstrate a sense of belonging at the nursery.

The curriculum across the nursery meets the needs of the children. It sequentially builds up to prepare children for their transition to school. It has a focus on children's communication and language and their personal, social and emotional development. Children are inspired by the environment and what is on offer. They make choices and lead their own play, while staff provide teaching moments to help them embed their learning. For instance, children are keen explorers outdoors, where they build constructions using a range of materials. Staff introduce tape measures and model to children how to measure the constructions. Children then incorporate this new skill into their play. Children with special educational needs and/or disabilities (SEND) are supported well across the nursery. All children are making good levels of progress from their starting points.

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

- The provider is dedicated and has a clear vision for the nursery. The setting has effective processes in place to continually monitor and evaluate what they offer. It uses feedback from parents, children, staff and outside organisations to review their practice and plan what it can do next to support children's learning and development. For example, it has introduced peer-on-peer observations so all staff can observe each other and provide support to ensure teaching is of a good quality. The staff reflect on how supportive this has been.
- The staff place a huge emphasis on the well-being of the children in their care. They have created a culture in which children feel confident to try new things and to feel empowered when they make mistakes. For instance, staff regularly use the term 'marvellous mistakes' when they or the children get things wrong. This teaches children that everyone makes mistakes as they learn.
- Older children thoroughly enjoy the opportunities they have to explore their physical development. They take safe risks as they climb up and jump off tyres. Children show determination and keep on trying to succeed, which is supported and encouraged by staff. Children show great pride as they achieve what they have set out to do. However, there are limited opportunities for babies who are non-mobile or newly walking to practise their gross motor skills.
- Staff provide good support to children with SEND. They are attentive to their

needs and consistent with their approaches. The provider works alongside other professionals involved in children's care to ensure continuity in children's ongoing progress. It uses additional funding well to benefit the specific needs of individual children to support them in accessing the curriculum. All children, including those with SEND, make good progress.

- Generally, staff's teaching across the setting is good. Older children hold back-and-forth conversations with staff, who ask relevant questions to gather information about what children know and can do. For example, when staff found raspberries growing in the garden, they held conversations with children about what they could be and their features. However, at times, staff do not reflect on how to best promote the speech and language development of younger children. For instance, when staff read to children, they are facing away from them. In addition, conditions around them, such as noise levels, do not support children in being able to listen and respond.
- The nursery ensures that children's health is promoted and provides nutritious food and snack options. It has sought outside advice on food portions and developed a balanced menu, which children thoroughly enjoy. Children's individual health requirements are met well. Staff implement good hygiene routines to help limit the spread of germs, and they teach children about making healthy food choices.
- Staff have formed positive relationships with parents. They are provided with information regarding what their children are learning and their next steps in development. Furthermore, parents are included in decisions about what children learn. For example, they are encouraged to provide ideas about what children could learn next at nursery based on interests from home.

## 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:**

- develop the learning environments for younger children to focus more closely on promoting their physical development
- strengthen teaching to target and extend children's developing speech, vocabulary and language.

## Setting details

<b>Unique reference number</b>	127004
<b>Local authority</b>	Kent
<b>Inspection number</b>	10363089
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	70
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	Windsor, Ann
<b>Registered person unique reference number</b>	RP907190
<b>Telephone number</b>	01622 872788
<b>Date of previous inspection</b>	28 June 2019

## Information about this early years setting

Barnies Day Nursery registered in 1999. It is situated in Paddock Wood, Kent. It opens Monday to Friday from 8am to 6pm, all year round, and receives funding to provide free early education to children aged nine months to four years. There are 15 staff who regularly work in the nursery. Of these, two hold early years professional status, three are qualified to level 6 and five hold relevant qualifications at level 2 or level 3.

## Information about this inspection

### Inspector

Kelly Southern

## Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between the staff and children.
- The inspector and manager carried out a joint observation of a group activity.
- The inspector spoke to several parents during the inspection and took account of their views.
- The nominated individual showed the inspector documentation to demonstrate the suitability of staff.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2024