

# Barnabees Nursery Ltd

Inspection report for early years provision

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<b>Unique Reference Number</b>	205423
<b>Inspection date</b>	21 November 2007
<b>Inspector</b>	Donna Stevens
<b>Setting Address</b>	Wolverley Road, Kidderminster, Worcestershire, DY11 5JN
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<b>Registered person</b>	Barnabees Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

### WHAT SORT OF SETTING IS IT?

Barnabees Nursery Ltd opened in 1998. It operates from two demountable buildings in the grounds of St Barnabas Community Hall, which is situated in the Franche Marlpool area on the northern outskirts of Kidderminster on the main routes to Bridgnorth and Wolverley. The nursery has sole use of the buildings and shared use of the grounds. The buildings are leased from charitable trustees and the Church that own and manage it. The nursery serves a wide area.

There are currently 48 children from two to five years on roll. This includes 26 funded three and four-year-olds and three funded two-year-olds. The nursery supports children with special needs.

The nursery opens from 09.15 to 14.45, Monday to Friday during school term times only. Children may attend for full or part days. Session times are 09.15 to 11.45 and 12.15 to 14.45.

The nursery has a pet hamster and goldfish.

There are five full-time members of staff who work with the children, all of whom have appropriate early years qualifications. All staff have attended numerous other short courses

and training events. The nursery receives support from a mentor teacher from the Early Years and Childcare Partnership (EYDCP). It belongs to a local nursery education support group, the Wyre Forest Play Forum, and has achieved the Gold Growing Together Quality Assurance Award. Parental involvement in the nursery and its management is encouraged.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is outstanding.

Children stay healthy because they are cared for in premises that are warm and clean and staff ensure that excellent hygiene practices are observed to prevent the spread of infection. Daily, weekly and termly cleaning programmes ensure that all areas of the nursery, as well as all toys and equipment are kept clean. Children have extensive opportunities to learn the importance of good personal hygiene through very well-planned daily routines and activities. They know, for example, that they must wash their hands after playing outside, before eating and cooking and after using the toilet to make sure that hands are clean and do not have germs on them. Staff praise children when they wipe their own noses, dispose of tissues afterwards and cover their mouth with their hands when they cough or sneeze. They explain to children the importance of this in not passing germs to each other. There are rigorous procedures in place to ensure that children receive excellent care if they become unwell, have an accident or need to be given medication. Staff have undertaken training to deal with children who have specific medical needs. Support is provided for very young children as they begin to learn to use the toilet and potty and staff are extremely sensitive to young children's individual needs when they need to rest or sleep.

Staff have an excellent understanding of food and nutrition and children have a wide variety of opportunities to learn about healthy eating at snack and mealtimes and through an exciting range of projects and activities. Snacks provided by the group include a variety of fresh and dried fruit and raw vegetables along with toast. At lunchtime children bring packed lunches from home, and parents are encouraged to provide healthy options for their children to eat. Mealtimes are sociable occasions where staff sit down with children and lead by example bringing healthy foods themselves. Children have wonderful opportunities to learn about the cycle of food as they recycle fruit peelings and leftovers to make compost. They then use this compost to help grow their own vegetables which they then dig up and help prepare for tasting sessions.

The nursery has recently received an Eco schools Green flag award for its efforts in helping to improve the environment. Children have learned the importance of helping to save the world that they live in by recycling, saving energy, for example turning off taps when they have finished washing their hands, turning the lights off when they leave rooms and avoiding food wastage.

Children have excellent opportunities for physical exercise and fresh air. The nursery places a high emphasis on outdoor play and have purchased wet weather clothing to allow children to play outside throughout the year. They have opportunities to learn to climb and balance. They are very competent at riding and steering sturdy bikes and scooters and enjoy learning ball skills with support from staff who become fully involved in their outdoor play. Inside there are opportunities for children to join in Physical Education sessions, ballet and yoga. Staff talk to the children about the effects of exercise on their bodies and children are beginning to understand that exercise is important for their bodies as they feel their hearts beating faster

and discuss how they feel after exercise. They have continuous opportunities to improve their fine motor skills, for example threading, using a range of tools when playing with malleable materials such as play dough, pouring and tipping as they play with water and sand and using a good variety of pens and pencils as they enjoy drawing and creative activities. As a result children are making excellent physical progress.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Children are cared for in premises that are suitable and safe. Recent expansion has enabled the children to be cared for in different rooms depending on age and ability. This allows staff to provide an environment which is warm, welcoming, child-friendly and highly suitable to their stage of development. The walls are covered with the children's artwork, photographs of them enjoying activities and colourful posters. Toys cover every available surface and in the room used for younger children bright colourful soft play equipment is attractive and welcoming. Both age groups of children have their own outside area and both have use of the playground and playing field. Pre-school children have access to an innovative outdoor area which includes a role play area providing a building site and an area with a tent and home corner equipment. At the other side of the building they have a Woodland school providing high-quality natural resources for the children. Younger children have their own outdoor play area as well as their own Woodland school. Both inside and outside children use an exceptional range of high-quality toys and equipment that are stored in low-level, easily accessible storage so the children can play safely and independently with a wide and varied range of resources.

Staff are meticulous in ensuring that children are cared for in a safe and secure environment as they ensure that equipment remains suitable for purpose and that children are highly supervised at all times. Risk assessments have been carried out and excellent procedures are in place for the safe arrival and collection of children and monitoring of visitors to the premises. The nursery work on the ethos that 'As long as children are well supervised nothing is impossible. How can they learn about danger if they don't experience it and the answer is for staff to be constantly vigilant and aware of each and every child at all times'. Therefore children have superb opportunities to learn about keeping themselves safe as they are provided with excellent challenges and opportunities in a very safe and extremely well-supervised environment. Alongside routine activities such as practising the fire evacuation drill and visits from a road safety officer to learn about crossing the road safely, children's opportunities to learn about their own safety go beyond normal experience. In the outdoor area children have small ladders that they use to climb up trees and walls. They understand the rules of using these ladders, that they must be placed squarely on the floor, leant securely against a tree, wall or fence and that a member of staff must be with them at all times. On bonfire night they had the opportunity to use sparklers as staff ensured the children wore gloves and held them at a safe distance away from their faces, once they were extinguished to drop them on the floor and children knew not to return to them. They understand when playing in the outdoor area that they can use large sticks and logs but must take them for a walk behind them to ensure safety for themselves and other children. They learn to correctly lift and move heavy objects as they work together in teams and bend correctly at the knees. These opportunities provide children with confidence and help them to understand boundaries that will keep them safe.

Children are very well protected from possible abuse or neglect. There is an up-to-date written policy that is understood by staff and shared with parents. Staff sign to confirm that they have read and understood the Local Safeguarding Children Board guidelines and are all aware of the types and signs of abuse and the importance of reporting any concerns they may have about

a child in their care. Management put a high priority on the importance of regularly reviewing child protection training and are forward thinking, planning regular sessions into future training for all staff.

### **Helping children achieve well and enjoy what they do**

The provision is outstanding.

The children are extremely well settled in the setting and are very confident and happy. Staff spend a great deal of time with the children, supporting their play and encouraging them to learn new skills. Both age groups of children are provided with an excellent mix of structured activities and time for children to engage in free play of their own choice, both inside and outdoors. Staff working with the younger children are sensitive to their individual care needs, providing lots of physical contact, cuddles and spending time down on the floor at the children's level. They use the 'Birth to three' framework to plan a very enjoyable range of activities which is regularly changed to ensure that children remain interested and excited in their play and learning. They allow the children plenty of time for free play, helping them to choose toys and equipment and ensuring that the room is laid out to provide them with plenty of space to play, particularly with large toys and equipment that help to develop their control and movement as well as their self-confidence.

### **Nursery Education.**

The quality of teaching and learning is outstanding. Children's personal, social and emotional development is very well catered for and they are given extensive opportunities to increase their independence and take care of their personal needs. They are encouraged to take themselves to the toilet and put their own coats on to go outside. A cafe style snack time allows children to pour their own drinks, make independent choices about their snacks and wash up their own plates and cups once they have eaten. Children join in well at circle time, are confident to share their ideas and suggestions with both staff and their peers. They are courteous to each other and listen to each other's thoughts, help each other when getting dressed to go outside and play well together, sharing and taking turns.

Children's language and communication skills are excellent. Staff are skilled at talking to the children constantly, questioning and introducing them to new words that help to extend their vocabulary. For example when talking about winter a pull-string penguin who shivered introduced them to words such as vibrate and shiver. Children enjoy looking at books and listening to stories. They particularly enjoy the innovative story boxes that the group have put together providing various props for popular stories allowing children to act out scenes and look at characters feelings and the setting for the story. A very well-equipped writing area provides children with opportunities to practise their mark-making skills and many of the children can write their own names and other simple familiar words. As children progress through the year they use a letter bank to put together simple words. They are encouraged to mark-make in a variety of mediums such as cornflour, sand, condensation on the window and use sticks to make marks in wet mud outside. They begin to learn that writing has a purpose, for example in the travel agents role play area they write down the details of holidays that they would like to go on. Labels on toy boxes, equipment and for different areas within the nursery help children to begin to associate written words with objects and understand the importance of reading and writing.

Children take part in a wide range of activities that introduce them to the basics of mathematics and help them to explore and learn about numbers. They enjoy measuring and weighing as

they complete cooking activities and outside use tape measures to measure logs and sticks. They play number bowling and sing songs that introduce into the ideas of subtraction and addition. They use small comparing toys to complete sorting and matching tasks. Outside they are provided with cards with numbers of natural objects that they need to find and are able to do this very competently. Children are able to experience how numbers are used in everyday life as imaginative role play introduces them to money and numbers for example in a bank or post office.

Children have wonderful opportunities to develop their knowledge and understanding of the world as they spend a great deal of time outside and learn about weather, nature and the changing seasons. They take different equipment outside to see how the weather makes things work, for example on a windy day taking out the large parachute, making plastic bag streamers and kites. During circle time they talk about days of the week and are constantly looking at the seasons and the changes to the world around them. They are encouraged to play with natural materials outside such as logs, sticks and pine cones. An area has been established inside the nursery for children to use binoculars to look for birds through the window and they have been provided with cards depicting different species so that they can begin to identify them. They have opportunities to learn about living things as they plant bulbs with exposed roots and look at tadpoles growing and changing in the pond outside. They are introduced to the basic principles of science as they look at how natural materials are affected by the elements around them, for example what happens when ice is placed into warm water. They have opportunities to use information technology with an extensive range of equipment, for example microscopes, a digital camera, metal detectors, computer and Smart Board, and have also used wires to join simple circuits to make lights. They learn about the world around them as they talk about different countries and celebrate festivals. There is a large array of equipment depicting positive images and they use maps, atlases and a globe to understand the world and where countries are in relation to our own. Children have excellent opportunities to develop their design and technology skills using an extensive range of construction toys and building materials outside such as bricks, logs and planks of wood.

Children have wonderful opportunities for creative development. They have access to a range of role play areas such as a home corner, doctors, dentists, garage and police station. They enjoy creative activities such as painting, sticking and drawing. They are encouraged to act out stories such as 'We're going on a bear hunt'. Outside they have a role play area providing home corner toys and also a building area where they can take on roles as if they were on a building site. Children enjoy an excellent selection of small world play which further extends their imagination including a pirate ship, farm, dolls houses and jungle animals. They are animated and excited as they take part in messy play such as cornflour, and spaghetti and help with practical tasks such as decorating the Christmas tree. Children also enjoy singing, dancing and using a range of musical instruments.

The children make outstanding progress in all areas of learning. Staff work closely with parents to find out children's skills, abilities and interests when they start at the provision. Activities are planned to cover all areas of their learning and staff get to know children extremely well in order to offer help and support when needed and skilfully expand the learning of more able children. Excellent planning shows clearly the aim of each activity and the area of learning it is specifically linked to. However staff are extremely skilled at bringing all areas of learning into each activity. Children's development is constantly monitored, staff have a system of noting immediately any achievements made by the children and these are collated at the end of each week to provide an ongoing developmental record of children's progress. Staff are then able to use these to identify areas where children need support or where their learning can be

extended and this knowledge is used in future planning to ensure that all children reach their full potential.

### **Helping children make a positive contribution**

The provision is outstanding.

Children's individual needs are recognised and extremely well met. Children are able to achieve their full potential because staff take every opportunity to get to know children well, ensuring that their individual needs and stages of development are recognised. They have extensive opportunities to develop a positive attitude to others and gain an understanding about the wider world and community as projects and activities introduce them to other ways of life. They have celebrated festivals from other cultures such as Diwali and Chinese New Year as well as their own celebrations for Easter and Christmas. They have learnt about ways of life in other countries as they have theme days to look at ways of life in countries such as France and Holland. The group took part in a local authority initiative 'Lads and Dads' which encouraged fathers to play an active role in their son's play and learning. Children with learning difficulties or disabilities are very well supported in the setting and staff work closely with parents and other professionals to ensure that children's specific needs are met.

Children behave extremely well. Staff take every opportunity to praise positive behaviour which in turn encourages children to share, take turns and to listen to each other's ideas and opinions during circle and group times. Excellent strategies are in place to support children with challenging behaviour as staff remain calm, patient and rather than pointing out that behaviour is inappropriate turn situations around explaining to children how they would like them to behave. Children respond well to this and are easily distracted. They are then praised for behaving well. This helps to improve children's self-esteem and confidence. Staff are very skilled in allowing children to sort out difficulties amongst themselves, sensitively intervening when needed. This allows children to learn to resolve difficulties and to make compromises.

Partnership with parents and carers is outstanding. Parents are made to feel very welcome in the setting and a successful parent rota is in operation enabling parents to spend time in the setting joining in with activities. Staff spend time with parents at the end of each session discussing how their children have been that day and activities they have enjoyed. Formal parents evenings are held twice a year. Parents are kept informed about events within the setting by regular newsletters and posters on the parents' notice board. When children start in the setting parents are asked to read a policy booklet and then sign to confirm that they are happy with nursery policy. Parents involvement with their children's play and learning is highly valued by staff and several initiatives have been put in place to encourage links between home and the nursery. Children take turns to take Barnaby Bear home and complete a diary about his adventures with their family over a weekend. When families go on holiday they are invited to take a Barnaby Bee with them and once again record in a diary highlights of their holiday. Children are then able to talk about their experiences in the group and this helps them to feel settled, secure and confident in the setting.

The children's social, moral, spiritual and cultural development is fostered.

### **Organisation**

The organisation is outstanding.

Children benefit because the staff team is very well qualified and experienced and use their extensive knowledge to plan and organise an excellent variety of stimulating and exciting

activities and opportunities both indoors and outdoors throughout the day. High staff ratios, as well as additional support from students and parent volunteers ensure that children receive a high level of individual attention and support during their play and learning.

Children's individual welfare, care and learning needs are very well met and supported by the comprehensive documentation kept. All required records are kept up-to-date, confidentially stored, extremely well organised and available to share with parents. Policies and procedures are regularly updated so they reflect current top quality practice and these are shared with parents.

The leadership and management is outstanding. The enthusiastic staff team work well together to ensure that children receive high-quality care at all times. Management have a very positive attitude to training and are committed to both themselves and staff members attending regular training to ensure they keep up-to-date with current practice to enable them to provide excellent care for the children.

Overall the needs of all children who attend are met.

### **Improvements since the last inspection**

Good improvement has been made since the last inspection. The group agreed to ensure that fire safety equipment was regularly tested and records show that this is now in place. Hand washing procedures have been improved ensuring that high levels of hygiene are maintained at all times. At the last inspection appropriate staffing ratios for children under three were not always maintained. The expansion of the nursery has meant that under threes are now cared for in a separate unit and management are vigilant in ensuring that staff ratios are maintained at all times. At the last nursery education inspection the group were asked to develop ways for children to increase their own ideas and thinking. During this inspection staff are observed constantly asking children for their ideas and opinions in all areas of their play and learning. Staff have also introduced a system of consulting with children regularly asking them for their thoughts and ideas. This allows children to voice their opinions and share their thoughts about activities they have enjoyed and things they would like to do in the future.

### **Complaints since the last inspection**

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

## WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

### **The quality and standards of the care**

No recommendations for improvement are made because the quality and standards of care are outstanding.

### **The quality and standards of the nursery education**

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)