

The Barn Nursery

Inspection report for early years provision

Unique Reference Number	511420
Inspection date	15 January 2008
Inspector	Jane Nelson
Setting Address	Atwood Avenue, Richmond, Surrey, TW9 4HF
Telephone number	020 8876 6910
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Registered person	Barn Education Association Limited (The)
Type of inspection	Integrated
Type of care	Sessional 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.

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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Barn Nursery opened in 1970 and operates from two rooms within The Barn Church Hall premises. It is situated in Kew in the London Borough of Richmond. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 09:30 to 12:30 during term time only. Children have access to a secure enclosed outdoor play area.

There are currently 45 children aged from two to under five years on roll. Of these, 30 children aged three and four years, receive funding for nursery education. The majority of the children come from the local area. Systems are in place to support children with learning difficulties and/or disabilities and children who speak English as an additional language.

A parents management committee oversee the management of the nursery. A team of 11 staff including the manager, most of whom work on a part time basis, are employed. Six members of staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted well. They have good access to daily planned outdoor and physical play which encourages their physical development and good health. Children enjoy being outside and have fun riding bikes and driving wheeled toys in the garden. They gain confidence balancing on beams, holding onto an adult's hands as they balance on the beam, and laugh as they throw soft balls at a large target. Children recognise, when three cars are facing each other, that they are stuck, and follow a member of staff's advice to go backwards.

Children receiving nursery education have good opportunities to develop large physical skills as they run, climb and balance. They navigate space, pedal and steer bikes, and tow a trolley during outdoor play. They join in action songs during a music session, moving their bodies and jumping. Children gain confidence with hand eye coordination, as they aim softballs and Frisbees at a goal net. They confidently handle small equipment, such as pencils and scissors, and skilfully use tongs to pick up small pieces of buried treasure from the sand tray.

Children gain awareness of their personal hygiene through practices that are part of the daily routine. For example, children are reminded to wash hands after using the toilet and before snack time. They recognise when their hands need washing after creative activities, and use the bathroom to do so independently. Children see staff follow good practices, such as cleaning the tables before snack and after play, which reinforces children's understanding of good hygiene.

Information relating to accidents is recorded, and systems to record administration of medication are in place, if needed. All staff have attended first aid training, and accident records indicate basic first aid is applied appropriately for minor injuries. The nursery's policy of not caring for children if they are ill or infectious limits the risk of infectious diseases spreading.

Children enjoy a healthy mid morning snack, which encourages their awareness and enjoyment of healthy foods. A choice of milk or water, to drink, is provided and children can help themselves to drinking water throughout the nursery session. Some children help to prepare the daily snack, helping staff to cut up banana and buttering toast for some of the children's snack. They enjoy eating their snack and older children help to pour their own drinks. Snack time is used as a social experience, with children and staff sitting at tables in small groups, and chatting to each other while they eat.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children and parents are greeted at the front door on arrival, and the entrance monitored during children's arrival and departure. The environment is warm, safe and welcoming and children excitedly find their peg and hang their coats up as they arrive.

Space is well organised to meet children's needs and help them play safely. They gain awareness of moving around in a large space in the hall and learn to move safely, between furniture and play equipment, in the smaller room. Equipment, furniture and play materials are set out, safely, in each area encouraging children to make choices, use equipment and handle play materials safely. Children help themselves to a selection of paper, envelopes, stamps and writing materials

stored in a draw unit. They open and shut drawers safely, and put things away when they have finished using them.

Children use a good range of play materials that are safe and in good condition. They use play equipment and materials safely, on mats on the floor, child height tables, easels, and in water and sand trays. Children are gaining an awareness of their own safety, they are reminded by staff to be careful and gentle in their play. They recognise it is raining heavily and they might slip over if they go outside.

Records show that fire drills are held regularly and written evacuations notices are displayed. Children's understanding of fire safety is reinforced through practical experiences, such as, a visit from the local fire fighters.

Children's welfare is protected by staff's understanding of child protection issues and the procedure to follow if they have concerns. Although, they are less clear about the procedure the manager would follow.

Helping children achieve well and enjoy what they do

The provision is good.

Children thoroughly enjoy their time at the nursery, they arrive happy and separate well from their parents and carers, pleased to see staff and each other. Younger children are gaining confidence as they settle into the nursery, and staff are sensitive in reassuring children that their parents will return soon. Children's attention is soon diverted to activities, such as, visiting the "shoe shop" set out in one area of the hall, and trying shoes on, or building a tower with bricks

Children are excited as they visit the "shoe shop", they explore what is inside the shoe boxes, try shoes on, and enjoy making sounds with adult shoes as they walk around the hall. Children enjoy a planned music session, in a large group, and most join in with familiar songs and action rhymes. Some children choose to observe rather than join in the large group activity. Children have fun as they explore sand, water, play dough and paint. They excitedly run cars through paint, increasing speed as they roll the cars on a paper covered table, making tyre prints on the paper.

Children socialise well with each other and staff, they work together during activities such as trying shoes on, helping each other find shoes that fit. They chat as they play and respond to staff's questions or suggestions. Children benefit from good staff interaction, a well planned and organised environment and are well supported in their play. Staff sit at children's level on the floor or at tables, they join in children's play, ask questions, make suggestions and help younger children gain confidence in trying activities, such as, balancing on the beam in the garden, trying on shoes, and drawing around their feet.

Nursery education:

The quality of teaching and learning is good. Staff work very well as a team, and demonstrate a good understanding of the Foundation Stage curriculum through their planning and organisation of the nursery environment. Planning is clear and indicates what staff hope children will learn from activities. Children's development is recorded through observations, photographs and examples of their creative work, and shared with parents during one to one meetings with children's key workers. A good range of interesting experiences are planned and provided for

children using the indoor environment, and outdoor area, for activities such as planting and growing. Staff are motivated and want to provide an interesting environment for children. They are creative in presenting activities and sustaining children's interest, for example providing a well resourced "shoe shop" with chairs, shoes set out on shelves and in boxes, a mirror and a cash desk. Staff use language and questioning well, with children, to include all areas of learning in some activities. The weekly theme of boxes and bags is extended to the shoe shop, and creative activities such as decorating and filling treasure chests.

Children are happy, confident and interact well with their peers and adults. They are building friendships, work together at taking turns, and help each other with tasks such as trying on shoes, operating the till, and finding buried treasure in the sand tray. A book has been produced of stories and photographs written by the children and their parents, relating to a family of pandas that travelled with the children, on holidays or weekends at home, during last term. Children are excited when this is shown to them for the first time during group time. They all join in an animated discussion, recalling what they were doing when the bears stayed with them.

Children have good access to writing and mark making materials which they use independently to draw and write with. They have good opportunities to recognise their names, as they self register on arrival and hang their coats on names pegs. Familiar brand name labels, such as cereal packets and shop names, are displayed, encouraging children's awareness and familiarity with every day labels and words they are likely to see in the environment. Children have access to a good range of books and use these independently, sitting on cushions in the book area to look at books and enjoying an impromptu story with a member of staff.

Children use numbers and simple mathematical concepts confidently in their play. They count the number of beads on a string that they have found in the treasure sand, match pairs of shoes together in the shoe shop, use a foot measure to establish the size of their feet, and compare different size shoes. Children use equipment such as telephones, keyboards and tills confidently. They have access to equipment such as programmable toys, a karaoke machine and compact disc players, although these are not accessible to children on a regular basis.

Children gain an understanding of the world they live in through a range of practical activities, they see and use resources that reflect diversity, have visits from "people who help us", and celebrate different festivals. They observe change and growth during the Summer months, for example, planting and nurturing tomato plants in the garden. Children have good opportunities for well resourced imaginative play, they excitedly visit the shoe shop, trying on shoes, putting them in and taking them out of boxes and carrier bags. They laugh as they realise some shoes are much too big for them. Most children generally enjoy the regular music sessions, they join in with singing familiar nursery rhymes. Some children sing "1,2,3,4,5 Once I caught a Fish Alive" to themselves as they use fishing nets to catch fish and crabs in the water tray.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well known by staff. Information is obtained through discussions with parents, information recorded by parents on "All About Me" forms, and through staff's own observations of children.

Staff are calm and consistent with children, providing clear explanations and encouraging sharing and playing together. Children behave well, they are busy and interested in their play

and learning. They concentrate and persist at activities, such as, finding buried treasure in the sand tray and catching fish in the water play. Children's creative work is praised and valued, they are encouraged to take what they have made home. Some creative work is displayed or recorded in children's individual scrap books.

Children have access to a good range of resources, such as, books, puzzles, posters and play equipment that reflect diversity, and they enjoy celebrating different festivals. Children are excited as they recall the "family of panda bears" who visited them at nursery and who came home to stay with them in their homes. Experiences, such as this, reinforce the links between home and nursery and increases children's sense of belonging. This positive approach fosters children's spiritual, moral, social and cultural development.

Partnership with parents and carers is good. Parents are involved in the management committee, and take part in fundraising events. They praise the setting and staff, and feel their children enjoy their time at the nursery. Ongoing information is shared between parents/carers and staff through daily discussion. Clear information is provided for parents about the nursery education curriculum, planning is displayed on the notice board, and some information is displayed at the door about the week's activities. Parents are involved in their children's learning, for example, through providing resources for themes, such as the shoe shop. Parents receive regular newsletters and an annual parents evening is held, they are also invited to attend one to one meetings with their child's key workers to discuss their child's progress.

Organisation

The organisation is good.

The nursery is well organised, and has a clear management structure with a parents' management committee having overall responsibility and the manager having day to day responsibility for the running of the nursery. Staff are well deployed, they are clear and flexible about their roles and interact very well with the children, supporting them well in the play and learning. The premises are shared with other users at different times of the day, and staff are well organised regarding the setting out and clearing away of equipment at the beginning and end of the nursery session. The nursery is well equipped with a good selection of play materials and equipment, a selection of which is set out each day.

The necessary records and documentation and clear policies and procedures are in place and contain most of the required information. Staff are suitably qualified and experienced and clear about their roles and responsibilities with the exception of all staff being fully aware about the procedure the manager would follow regarding child protection concerns.

The leadership and management is good. Effective systems, such as observations and appraisals, are in place to monitor teaching, and staff's individual strengths and interests are valued. Staff have access to training through the local authority to increase and update their childcare knowledge and the manager values advice for the local authority. A good range of equipment is provided and accessible to children, with the exception of some equipment to help children learn about Information and Technology, being regularly accessible. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

During the last inspection a recommendation was made regarding including the regulator's (Ofsted) details in the nursery's complaints procedure. These details are included and displayed,

however they have not been updated to ensure the current contact details are in place. A recommendation regarding this has been set as a result of this inspection. A point for consideration regarding nursery education was raised during the last inspection, relating to increasing children's awareness about the changes that happen to their bodies when they are active. The manager states that discussion takes place with children about when and why they feel hot or cold.

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

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure all staff are aware of the nursery's full child protection procedure
- ensure current contact details for Ofsted are displayed and included in the complaints policy

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the accessibility of equipment for children to find out about information and technology

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