

Barnies Day Nursery and Out of School Club

Inspection report for early years provision

Unique reference number	EY278752
Inspection date	27/01/2009
Inspector	Ron Elam
Setting address	Hadlow Primary School, School Lane, Hadlow, Tonbridge, Kent, TN11 0EH
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Barnies Nursery and Out of School Club opened in January 2004. It operates from a separate purpose built building in the grounds of Hadlow Primary School, in Hadlow village. The setting has sole use of the three playrooms, kitchen, office, staff room, toilets, staff toilet and utility room. There is a fully enclosed outdoor area. The building and outdoor area offers full access to wheelchair users. The setting is open Monday to Friday, from 08:00 to 18:00 all year round. The nursery offers full day care for children aged under five and the out of school provision is open to children aged five to 11 years. The registration is for 70 children and of these, currently 74 children on roll, 57 are in the Early Years. There are currently 11 staff working with the children, 10 of whom have appropriate qualifications in day care and playwork. The setting receives support from Kent County Council. As well as the Early Years Register, the setting is also registered on both the compulsory and voluntary parts of the Childcare Register. The setting has links with the adjoining and three other primary schools.

Overall effectiveness of the early years provision

Barnies Nursery and Out of School Club is effective in promoting the welfare and learning of children in the Early Years Foundation Stage. This inclusive setting successfully meets the needs of all the children. The knowledgeable, committed staff continually monitor and review what the children are doing so that the activities ensure their further development. The outstanding approach to seeking and using the views of parents, staff and children enables the setting to continually improve what is provided.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- extend the exchange of information with the main primary school and other settings to enhance the learning and development of the Early Years children
- develop the outside area so that it can be used in poor weather

The leadership and management of the early years provision

The senior staff have an excellent understanding of the Early Years Foundation Stage framework. They ensure the staff are well trained and have opportunities to develop their knowledge of the needs of young children of different ages. The effective teamwork leads to a common sense of purpose and all the children receiving high quality support. The process of evaluating how to improve is very effective. The managers seek the views of parents from questionnaires, their meetings with staff and by asking the children what they like to do. A senior manager is on the governing body of the adjoining school enabling her to obtain the views of that setting. This information enables the senior staff to decide on

what needs improving. The priorities for the coming year are very appropriate and clearly focussed on improvement. All the recommendations in the previous report have been implemented.

The setting has good links with parents. They are very pleased with the family atmosphere and the warm greeting in the morning that they and their children receive from the 'friendly and welcoming' staff. They know they can visit or phone any time if they want to check how their child is doing. When they collect their children the staff make a point of talking to them and providing a contact sheet about their child's day. At the start of each term an individual newsletter outlines how parents can help at home and what are the targets for the particular child that term. The effective partnership with the Foundation Stage teacher in the adjoining primary school ensure the setting knows what any Early Years children have been doing but there is less discussion on what they know and can do. The links with other primary schools further away are less well developed.

The environment is safe because of the excellent procedures. All the staff have safeguarding checks and staff have the necessary qualifications and training. The manager is trained in helping children with special educational needs and the setting benefits from the guidance of outside agencies when necessary. Regular staff meetings and training courses ensure the maintenance of high quality support for the children. Records are kept of any medical conditions and allergies. Health and safety risk assessments are in place and daily checks are made of the setting. It meets the requirements of the compulsory and voluntary parts of the Childcare Register.

The quality and standards of the early years provision

Children are happy in this setting. At the start of the day this results in the children smiling on arrival. They willingly leave their parents and settle quickly to one of the many interesting activities already laid out. The children continue to smile for the rest of the day. The very youngest children have their own room where there are a wide range of age appropriate touchy, feely toys which they are free to choose under the continual observation and support of well trained staff. There are also cots, which are well used, for when they start to feel sleepy. Another room is set aside for the older children's breakfast club where they also have a good range of appropriate activities and are well sustained with a range of healthy foods. For the first part of the day the other children are together in the largest room again selecting for themselves which of the wide range of different activities to use. Snack time enables them to choose confidently/quickly which fruit and fruit drinks they want with even some of the younger children able to pour the drink themselves. During that time some of the staff are with the children whilst others reorganise the main room to set out activities specifically for the younger children. With the good support of the adults these children develop, for example, their coordination skills very well with construction toys and moving rings over wires, or making marks using chalk blocks on black paper. At that time the older Early Years children are outside where there are many inviting, age appropriate activities and different surfaces, slopes, climbing equipment and large wheeled toys. The children make good progress with the effective support from knowledgeable staff.

The parachute is an excellent example of how children are enabled to learn. The children work together as a group and staff develop the children's vocabulary very effectively by asking them to go 'under' or 'inside' as the parachute goes 'lower' or 'higher'. Children can name the different colours and fetch a coloured ball to match one on the parachute. They count the number of balls, with some getting as far as 11 by themselves. The children are building their literacy and numeracy skills effectively which is preparing them well for the next stage of their education and for their future. The outside area has no cover which limits its use when raining but the setting has advanced plans for resolving that weakness.

The staff make notes of what the children know and can do which are used to monitor their progress over a period of time. This information and their awareness of children's particular needs result in the staff effectively planning activities for individual children. This is enhanced by the special needs training of the manager and guidance, where necessary from outside agencies. Children's likes and outside experiences are also used well in the planning, for example, for a child recently returned from a trip abroad, the staff provided a volcano experiment reflecting the area visited.

The care and welfare of the children is promoted exceptionally well by all the staff. This results in the development of the children's personal qualities being a particular strength. The safe setting results in the children having the confidence and trust to eagerly approach and talk to visiting adults. The good building of relationships leads to the children respecting each other and being willing to follow the guidance of staff. Their positive behaviour and interest in what is going on around them make a significant contribution to the smooth running of the setting. The staff emphasise personal hygiene and children wash hands before eating and after using the toilet. Children are also learning to choose and enjoy healthy foods and they take full advantage of the opportunities to run around outside.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.