

# Barnies Day Nursery and Out of School Club

Inspection report for early years provision

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<b>Inspection date</b>	08/12/2009
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<b>Type of setting</b>	Childcare on non-domestic premises

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## 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 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.

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## 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 8.00am to 6.00pm 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. A maximum of 70 children may attend the nursery at any one time. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 74 children within the Early Years Foundation Stage on roll. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language

There are currently 11 staff working with the children, 10 of whom have appropriate early years qualifications and playwork. One member of staff is studying towards an early years degree. The setting receives support from the local authority. The setting has links with the adjoining and three other primary schools.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The provision effectively meets children's needs and ensures children make good progress in their learning and development because staff are experienced and know the children very well. Children are able to play and learn in a safe and secure environment. Clear, well-kept records and documentation means staff are able to provide good care for every child. Recommendations made at the last inspection have been addressed, partnership working is well established and self-evaluation is productive. Consequently, the scope for continuous improvement is good.

## What steps need to be taken to improve provision further?

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

- ensure that children's next steps are clearly recorded in their development record
- ensure that parents have regular opportunities to add to records and make comments

## **The effectiveness of leadership and management of the early years provision**

All staff have undertaken training in child protection, safeguarding is very well prioritised. Staff are knowledgeable about signs that indicate abuse and are confident about passing on concerns. Risk assessments are carried out to minimise accidents and the rigorous recruitment policy ensures that adults working with children are suitable to do so. Visitors to the group are recorded so that staff can monitor who has access to the children and staff teach children how to keep themselves safe, for example, by practising fire drills with them.

Documentation is well organised, readily available for inspection, stored securely on site to protect confidentiality and amended as soon as changes occur to keep information up to date and accurate. All essential records and written policies are in place. These are shown to parents and staff so that everyone has a clear idea about their roles and responsibilities. The registration and public liability insurance certificates are prominently displayed, enabling parents and other interested parties to scrutinise the details should they wish to.

Self-evaluation is effective. Staff reflect on their practice and take part in relevant training, such as basic food hygiene, first aid and creative outdoor play. They make strong links with other people to enhance the care and education they offer children. For example, advisors from the local authority offer staff regular support and advice and there are good relationships with local schools in the area, which eases children's transition into formal education.

The provision has a good record of working in partnership with parents or carers. Parents' views on practice issues are regularly sought. For example, through questionnaires, although more opportunities to allow parents to include comments regarding their children's development would be beneficial to help with the link between nursery and home. Daily discussions and a daily diary system keep parents and staff fully informed about children's recent experiences. A designated notice board displays information that parents may find interesting, such as details about forthcoming events or any staffing changes. Those parents, who were interviewed during the inspection described the care their children receive as 'second to none' and describe staff as 'caring, friendly' and to be 'extremely supportive'.

## **The quality and standards of the early years provision and outcomes for children**

Staff make perceptive observations and assessments of the children to establish children's starting points and abilities and use the information to plan activities that keep children motivated and engaged. Although, the next steps have been identified, it is not clear in the children's files when the child needs to move on. Plans cover all areas of learning and are tailored to meet the needs and appeal to the interests of individual children. The children are very well supported by staff and as a result they feel happy, safe and secure, which increases their propensity

to learn.

Resources are sufficient, developmentally appropriate and easily accessible to the children so they initiate play of their own accord. Children use mathematical terminology in their everyday speech. For example, they count out for themselves the number of items they want or use 'more than' and 'less than' to indicate the amount of drink they require. There are well defined play areas indoors and out and the balanced daily routine gives children lots of opportunities to have fun and enjoy themselves.

Music is a particular favourite. The children love singing the 'smiley the crocodile' song while brushing their teeth after lunch. They spontaneously burst into song, delivering renditions of 'Twinkle, Twinkle' and 'Jingle Bells', with great enthusiasm. Books are equally popular. The children show obvious enjoyment as they look at illustrations and listen intently to a well-told story. This promotes the children's literacy development.

Children are encouraged to adopt healthy lifestyles. Appetising meals and snacks further promote the children's physical development as does the effective sick children policy, which helps to contain the spread of illness. They pour their own drinks and can help cut and prepare fruit if they want. They are encouraged to participate in self care when using the toilet and use good hand washing practices.

Behaviour is good. Staff offer the children clear explanations about why certain actions are unacceptable, which teaches the children right from wrong and supports the development of conscience and consideration for others. A number of festivals, such as Diwali and Christmas, are celebrated and several resources reflect meaningful images of gender, disability and ethnicity so the children learn to respect diversity. These positive early experiences provide children with a good start in life and help them to develop the skills needed to achieve future success.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **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