



Barnies Day Nursery and Out of School Club

Inspection report for early years provision

Unique Reference Number	EY278752
Inspection date	31 January 2006
Inspector	Joanne Wade Barnett
Setting Address	Hadlow Primary School, School Lane, Hadlow, Tonbridge, Kent, TN11 0EH
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Registered person	Ann Windsor
Type of inspection	Integrated
Type of care	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.

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?

Barnies Nursery and Out of School Club opened in January 2004. It moved to new premises in January 2005 and operates from a separate building in the grounds of Hadlow Primary School, in Hadlow village. The setting is open Monday to Friday from 08:00 to 18:00 all year round. All children share access to a secure enclosed outdoor play area.

The nursery offers full day care for children aged under five and the out of school

provision is open to children aged five to eight years. A maximum of 70 children may attend the nursery at any one time. There are currently 48 children on roll. Of these 16 children receive funding for nursery education. The nursery currently supports children with special needs and those who speak English as an additional language.

The nursery employs nine staff, all of whom, including the manager hold appropriate early years qualifications. The setting receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted in premises that are generally maintained to a good standard of hygiene and cleanliness. Effective systems to reduce the risk of infection and prevent the transmission of communicable diseases are implemented. For example, paper towels are provided after hand washing and a sick child policy is in place. Children learn about the importance of keeping their bodies healthy through the daily routine. They enjoy balanced and nutritious snacks of fresh fruit and a biscuit at snack time, however no free access to fresh drinking water and little opportunity to self select at meal times. Regular hand washing after using the toilet and before eating helps children learn the importance of reducing the spread of germs and contributes to keeping their bodies healthy. However, systems for ensuring toys are kept clean are not rigorous, consequently some resources are grubby.

Children develop a positive attitude to physical exercise as they enjoy regular opportunities to play outdoors, participating in rigorous physical activities. For example, riding bikes, playing ball games and group games. Access to climbing apparatus outdoors and planned activities inside contribute to the development of gross motor skills and supports children as they develop their spatial awareness, whereby they climb up, over, through and around different equipment both inside and outdoors.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The bright and welcoming environment is carefully prepared and ready for use when children arrive at the group, contributing to keeping them safe. A consistent routine and safety-conscious staff ensure children are able to move around freely and safely, making effective use of the space both inside and outdoors. Toys and resources are stored safely in well-organised, clearly labelled low level units; as a result children are able to self-select and make independent choices of the resources they wish to use. The good deployment of staff ensures children are well supported in the activities they choose, thus minimising risks to children as they learn to develop their awareness of the environment and potential hazards they may face. For example, the children learn they must take care when riding bikes outside and that indoors

they must not run.

Systems for monitoring access to the premises are good and clear and consistent procedures for the safe departure of children are implemented to ensure children are only permitted to leave the setting with an authorised adult. There are clearly displayed procedures to follow in the event of a fire. Regular discussions and projects relating to keeping safe, ensure children are familiar with procedures to be followed in the event of an emergency.

Children's welfare is safeguarded and promoted appropriately because sufficient staff hold current first aid certificates and there is an easily accessible first aid box in place. Staff have a good understanding of the signs and symptoms of abuse and know what action to take if they have concerns about a child in their care.

Helping children achieve well and enjoy what they do

The provision is good.

The environment is carefully prepared and well-organised, as a result, children settle quickly and are keen to embark on a broad range of exciting and interesting activities that encourage and promote all areas of development and stimulate their interests. Staff know the children well. They are caring, sensitive and nurturing in their approach, consequently, children are keen to try new ideas, and make effective use of the toys and resources. Children's confidence and self-esteem is enhanced because the staff praise and encourage them and show delight in their achievements. Children show kindness and consideration to others, they talk and respond with animation and laughter to the staff and their peers. Staff use skilful questioning techniques to engage the children and encourage them to talk and explore language.

Systems of planning are undertaken regularly, however this is currently being reviewed to incorporate fully the Birth to three matters framework, alongside the Foundation Stage Curriculum. Although careful consideration is given to ensuring children are able to access a broad and balanced range of activities, suitable to their ages and stages of development, opportunities for children to access materials that stimulate their senses and develop their creativity are limited. For example, painting and water play are limited to either planned activities or outside play and the home corner along side the book area are poorly divided.

Nursery Education

The overall quality of teaching and learning is good. They are keen to begin activities and become animated as they engage with the staff and their peers. Children speak openly and confidently and they receive regular opportunities to sing rhymes and engage fully in exciting and interesting stories. Children receive regular opportunities to attempt writing for different purposes, develop language for thinking and extend their imagination through story-telling and the use of puppet theatre. Children receive opportunities to recognise their names as they self-register upon arrival and at snack time.

A well labelled environment helps children learn that words have meaning and home made books with photographs featuring the children contributes to their enjoyment as they share these books. Many children count reliably up to five and beyond and receive good opportunities to develop all concepts of mathematics through purposefully planned activities and excellent questioning techniques used by staff. Opportunities for children to express and communicate ideas in role play continue to evolve. For example, although there is a dedicated home corner area within the main play room, the regular rotation of resources hinders children's opportunities to re-visit previous experiences or access a full range of resources that stimulate their imagination and support the development of their creativity.

Most staff have a sound knowledge and understanding of the Foundation stage curriculum, this ensures children receive a full programme of good quality education. Curriculum planning is prepared in advance, however it is not implemented rigidly, thus enabling staff to work with children as they guide spontaneous play and learning. Staff plan purposeful activities that provide opportunities for teaching both inside and outdoors. Opportunities for children to engage in activities that they can initiate themselves with appropriate intervention by staff are good. Consequently, children are consistently engaged in the learning process, helping them to make progress along the stepping stones. Most staff are familiar with the learning intention of the activities provided, resulting in good opportunities to move children on to their next stage of learning.

Helping children make a positive contribution

The provision is good.

Children are very settled and enjoy a consistent and organised routine which affords them opportunities to be active and relax. Excellent relationships continue to evolve between the children, their peers and the staff. All children are respected and valued as individuals, differences are embraced and all children are treated with equal concern. Staff are fully committed to providing an inclusive service, they demonstrate kindness, courtesy and good manners amongst themselves and towards the children. Consequently, children learn the importance of respect and develop excellent social skills. Access to a broad and balanced range of resources that reflect the diversity of the society in which they live, and celebrations of festivals from around the world, help children to learn about different lifestyles and the wider world.

A well organised routine, carefully prepared environment and strong relationships with staff ensure the children have a clear understanding of the boundaries in which they are cared for. As a result, children's behaviour is good and resources are very well used, helping children to extend their concentration and promote all areas of development and learning. The role of the special needs co-ordinator continues to evolve. Regular contact with the area special needs co-ordinator supports her in this role, contributing to the nurseries commitment to provide a fully inclusive service. Overall, children's Spiritual, Moral, Social and Cultural development is fostered appropriately.

Partnership with parents is good. Staff work well with parents regarding their

children's care and education. This includes daily information, newsletters, parents notice board and a whiteboard for a quick check guide on children. There is also an informative and well-presented display on the early learning goals and Birth to three matters framework. Systems to work with parents are effective and parents feel they help to keep them fully informed about their children's care and learning whilst at the nursery.

Organisation

The organisation is good.

Overall the provision meets the needs of the range of children for whom it provides.

The day to day organisation of the setting is good and contributes to the positive outcomes for children. As a result, all children receive a broad and balanced range of opportunities to meet their individual needs and they are afforded good opportunities to access freely a full range of interesting and stimulating activities to develop and support their learning.

Most staff hold relevant qualifications in childcare and education, however, all staff are encouraged to access regular training to build on their skills and enhance their practice in the nursery. There is a strong commitment amongst the staff team to continue to improve the quality of care provided within the group, whereby, the group are undertaking the Kent Quality Kite mark scheme. Policies, procedures and information provided for parents is under review to ensure it reflects accurately the service offered and the ethos of the group. All mandatory documentation and parental consents are in place and completed correctly. The certificate of registration is displayed along with details of the group's public liability insurance, as a result parents are easily able to confirm details of the nurseries registration.

Leadership and management of the setting is good. Systems for monitoring, reviewing and evaluating the effectiveness of the nursery education within the setting are informal. However, the manager, supervisor and most staff have a sound understanding of the Foundation stage curriculum. Consequently support for staff with planning a broad and balanced range of learning opportunities to help move children on to their next steps in learning is good. The excellent organisation of the setting and expertise amongst the staff team ensures all children receive a broad and balanced programme of activities that promote most areas of development and learning. As a result, children receive generally good opportunities to build on what they know and learn new skills. All staff undertake observations and assessments on the children, although systems for identifying what children need to learn next continues to evolve.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints to report.

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.

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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):

- develop rigorous systems to ensure toys and resources are maintained to a good standard of cleanliness
- ensure children are given opportunities to self select at meal times

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):

- provide more defined areas in the home corner and book area to allow children to relax in comfort and explore

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk