



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 127004

DfES Number: 543329

INSPECTION DETAILS

Inspection Date 07/06/2004
Inspector Name Alison Weaver

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Barnies Day Nursery
Setting Address Bell 5
The Hop Farm Country Park, Beltring
Paddock Wood
Kent
TN12 6PY

REGISTERED PROVIDER DETAILS

Name Miss Ann Windsor

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Barnies Day Nursery and Out of School Club was established in March 1999. It is situated in the grounds of the Hop Farm Country Park near Paddock Wood. The nursery is accommodated in an adapted hop house. It has a music area, office, a cloakroom, and toilet on the ground floor. On the first floor there is a baby unit, kitchen, toilets, a small classroom, and a larger open plan area which is divided into different activity areas. There is an outdoor area available on a regular basis.

There are currently 79 children from 3 months to 7 years on roll. This includes 16 funded three year olds and 7 funded 4 year olds. Children attend for a variety of sessions. The setting supports a number of children with special needs.

The group opens five days a week all year round. Sessions are from 08.00 to 18.00. Nineteen staff work with the children on a part time or full time basis. Over half the staff have early years qualifications to NVQ level 2 or 3. Six unqualified staff are at various stages in working towards a recognised qualification. The setting receives support from a teacher from the Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

Barnies Day Nursery provides satisfactory care for children.

Staff work well together as a team and are very supportive to one another. They are enthusiastic and show commitment to improving practices in the setting. There is a thorough recruitment procedure in place. Staff development is actively encouraged and promoted. Further training is necessary to extend the staff's knowledge of child protection.

There is a very high level of safety awareness in the setting and appropriate measures are taken to ensure that children are safe at all times. Good hygiene practices are in place with all staff fully aware of what is expected. The group provides a healthy balanced diet taking into account children's individual dietary

requirements. The younger children, in particular, benefit from the consistent routines in the setting. Staff respect and follow parent's wishes with regard to the care of their children. Children with special needs are given the appropriate care and attention.

There is a variety of suitable equipment for the different aged children which is generally easily accessible. The children are interested in the activities and enjoy their time in the group. The staff form close, caring relationships with the children and seek ways to meet individual children's needs. The staff give positive support and encouragement which results in children being well behaved. Staff provide good role models and deal with any inappropriate behaviour sensitively.

The partnership with parents and carers is effective. Parents receive a variety of written information about the setting and regular feedback about their child's progress. All the required documentation is in place but there are a few adjustments necessary to improve the group's practices.

What has improved since the last inspection?

Not applicable.

What is being done well?

- The owner is keen to see the staff develop and progress. She provides opportunities for the staff to develop their experience by working with the different age groups in the setting. She also organises regular internal training to extend staff's knowledge of different aspects of childcare.
- There are comprehensive procedures for safety issues. Regular safety checks are carried out on all potential areas of risk. This includes the premises and the use of the equipment.
- Staff give particular attention to meeting babies' individual needs for eating and sleeping. Information is exchanged with parents on a daily basis with the effective use of care diaries.
- Staff are skilful at managing children's behaviour. Staff are firm, patient, and consistent which helps build children's self esteem. Good behaviour is praised and encouraged.

What needs to be improved?

- documentation with regard to administration of medication, parental consent for emergency medical treatment, and the complaints policy
- staff's knowledge and understanding of child protection.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
7	Request written permission from parents for seeking emergency medical advice or treatment.
7	Ensure that parents countersign any records of administration of medication to children.
13	Develop staff's knowledge and understanding of child protection issues, including procedures if allegations are made against them.
14	Ensure that the complaints policy includes full details of the regulatory body.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Barnies Day Nursery provides good quality education. Overall, children are making generally good progress towards the early learning goals. The programme for communication, language and literacy is very good. Children are making generally good progress in all other areas of learning apart from creative development where there are significant weaknesses.

The quality of teaching is generally good. Staff have a good understanding of the Foundation Stage and know that children learn best through first hand experiences and play. Staff manage children's behaviour well and build strong relationships which help children feel secure. Staff encourage free choice by making toys and resources accessible, although these are limited in the room used by the funded children. Good questioning techniques encourage thinking and give children the opportunity to explain what they are doing. Plans of activities indicate clear aims and show what children will do, the resources needed and the health and safety issues. Planning does not include differentiation for older or more able children to ensure they are fully stretched. Staff present activities in an interesting and enthusiastic manner. Limited space in the room used by funded children hampers some aspects of their creative development.

Leadership and management are generally good. Staff appraisals identify training needs and all staff have access to in house and external courses. This supports staff in their role and ensures they have the latest and most relevant information. Monitoring of the quality of teaching does not identify the weakness in planning challenges for older or more able children.

Partnership with parents and carers is generally good. Parents receive good information about the educational programme and how they can support their child's learning. Parents discuss their children's progress during formal and informal feedback sessions. Staff do not acknowledge parental assessment of children's abilities.

What is being done well?

- Children's language is developing well. Staff encourage discussion and introduce new vocabulary during activities and reinforce this during free play. This makes children confident speakers who can easily make themselves understood.
- Well presented activities promote a positive attitude towards learning. Staff are good role models and demonstrate their enthusiasm for learning.
- Children have many opportunities to play outdoors and explore their immediate environment. They enjoy growing plants and looking at wildlife.

- Children are very confident and show independence. They look after their personal needs such as brushing teeth and visiting the toilet.
- The commitment to staff development is good. Staff attend training courses and cascade this information to colleagues. Staff also work with colleagues to develop skills in all aspects of the nursery.

What needs to be improved?

- the use of observation and assessment to inform the planning
- the programme for creative development

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The group were asked to provide more resources showing positive images of different cultural traditions and disabilities.

There are displays that reflect positive images of other cultures and of disabilities. There are sufficient resources within the nursery but these are not always easy to access due to limited space in the room used by the funded children.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children arrive happily and quickly become involved in the daily routine. They build good relationships with adults and peers. They are confident, independent and concentrate well at self chosen tasks such as reading and cutting pictures from magazines. Children's behaviour is good and they respond well to the consistent approach of staff who know them well. The limited range of resources in the funded children's room sometimes hampers free choice.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's language is developing well. They communicate thoughts and ideas using a wide vocabulary. They enjoy looking at and exploring books and handle these carefully. Children re-tell and act out well known fairy tales showing and understanding of the structure of stories. Children have a good repertoire of songs. Children recognise their own names and are beginning to learn the sounds of letters. They show good pencil control and are beginning to form letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children show an interest in numbers and counting and use number language during free play. They count confidently and are beginning to understand what is one more or one less. Children choose mathematical games and show a keen interest in number. They show a good understanding of capacity when filling containers with sand. Children experiment with patterns. There are insufficient opportunities to look at and play with 3D shapes.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children are confident when discussing past and present events in their own lives. They enjoy many well planned opportunities to explore the natural world by planting bulbs and looking at pond life and wormeries. They investigate using their senses when playing and listening to musical instruments and tasting exotic fruits. Children use a range of small tools competently and have access to a computer. They have few opportunities to design and construct on a large scale.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are confident when using the large play equipment and show good control when manoeuvring tricycles and push along toys. They negotiate space well and show respect for other's space. They are developing good health awareness through well planned menus and activities that show the importance of personal hygiene and rest. There are some opportunities to develop balancing, and throwing and catching skills.

CREATIVE DEVELOPMENT	
Judgement:	Significant Weaknesses
Children are enthusiastic during singing sessions and enjoy action rhymes. Children regularly explore sound when playing musical instruments. They confidently clap the syllables in their names which helps children understand rhythm. There are insufficient opportunities for children enjoy spontaneous role-play and to develop their creative skills through art and craft activities such as painting and collage work.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- expand the programme for creative development to include regular opportunities for role-play, painting, model making and collage work
- make better use of regular observations and assessment to ensure planning includes appropriate challenges for older or more able.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.