

Barnabees Nursery Ltd

Inspection report for early years provision

Unique reference number 205423
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Inspector Donna Stevens

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Type of setting 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*.

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Description of the setting

Barnabees Nursery Ltd opened in 1998. It operates from two demountable buildings in the grounds of St Barnabas Community Hall, which is situated in the Franche Marlpool area on the northern outskirts of Kidderminster on the main routes to Bridgnorth and Wolverley. The nursery has sole use of the buildings and shared use of the grounds. The buildings are leased from charitable trustees and the Church that own and manage it. The nursery serves a wide area.

The nursery opens from 9.15am to 2.45pm, Monday to Friday during school term times only. Children may attend for full or part days.

A maximum of 40 children may attend the nursery at any one time. There are currently 49 children attending who are within the Early Years Foundation Stage. The provision is registered on the Early Years Register. The setting provides funded early education places for two, three and four year olds. It supports children with learning difficulties and/or disabilities and children who speak English as an additional language.

There are nine members of staff who work with the children, eight of whom have appropriate early years qualifications. One member of staff is working towards an early years qualification and another has achieved an Early Years degree and is working towards her Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are extremely happy and settled in the setting and enjoy a wonderful range of activities both inside and outside that enable them to make excellent progress in all areas of their learning and development. Staff work extremely well as a team to provide children with a high level of support and are proactive in forming close relationships with parents, carers, staff from other settings and other professionals in order to meet children's individual needs to a very high standard. Management are innovative and enthusiastic, embracing new initiatives and constantly striving to further improve the outstanding care provided.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- developing further the environment for the younger children.

The effectiveness of leadership and management of the early years provision

Children are extremely safe in the setting. Staff have an excellent understanding of the possible signs of abuse and management ensure that policies and procedures are up to date reflecting local guidance and procedures for reporting concerns. Children are very well supervised and staff have completed detailed risk assessments as well as carrying out daily checks to ensure the areas and equipment used by the children remains safe and risks to children are minimised.

Management are dedicated to the ongoing improvement of their setting through the promotion of new ideas and initiatives. The group recently became one of the first in the country and the first in the county to be awarded the Level 1 UNICEF award in Rights Respecting Schools. This involves a project that helps children to understand the concept of human rights and recognises the nurseries achievements in putting the welfare of children at the forefront of everything they do. Through their own programme of continuous self- evaluation and improvement they consider not only the needs of their own setting and the children that attend but the community as a whole. They have recently purchased the field at the back of their premises and have now applied for a lottery grant to build an outdoor classroom. As well as being a valuable asset to the experiences of the children that attend nursery they plan to open the classroom up to other local groups and childminders. Recent evaluation of how the day-to-day running of the nursery is organised has led them to put in place a system where staff are responsible for a different area of learning. All staff have an excellent knowledge of the learning and development requirements of the Early Years Foundation Stage but providing each of them with the opportunity to expand one particularly area of learning has led to enriched experiences for the children in both activities and resources. Staff and management have a very positive attitude to training and their own self-development and regularly attend courses and workshops to improve their knowledge and keep up-to-date with current practice.

Staff and management have established excellent relationships with parents and carers and links between home and the setting of very strong. Several initiatives are successfully in place for children to share their home lives in the setting. Fraser bear goes home with the children and spends the weekend enjoying family life, Barnaby bee comes with his own passport and accompanies children on a family holiday and Sporticus bear visits with a bag of sport and fitness equipment encouraging healthy lifestyles. Parents and carers have excellent opportunities to share in their children's day. Digital photo frames in the entrance of both playrooms display photographs of children enjoying that days activities. 'Learning journeys' are also available for parents to look at or take home whenever they like. Strong links have been formed with other settings and professionals involved in children's care. Staff will visit other settings that children attend, welcome professionals into the nursery to observe and assess and attend developmental reviews. They recognise the expertise of other professionals and actively seek advice and support in order to meet children's needs effectively and successfully support children with learning difficulties and/or disabilities.

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

The nursery provides two colourful, vibrant play rooms and extensive outdoor play areas which all have fantastic resources. Older children play in a room divided into the six areas of learning where they can easily access their own toys and resources and move freely between activities. The room for the younger children has recently been refurbished and new flooring allows children to enjoy an excellent range of activities that include messy play, sand, water and creative activities. Management and staff plan to work together to further improve the environment for the younger children. The outside areas are a particular strength of the setting where children can sing songs with microphones on a mini stage, sit in a large wooden boat to look at books, develop their problem-solving skills in the construction area and practise early writing skills in the mark-making area. They have excellent opportunities to explore nature and be creative with natural materials. There is a mini beasts area where children lift logs and stones and use magnifying glasses to view the tiny creatures. They use their imaginations to build dens and work as a team to move large logs. They learn to keep themselves safe as they take risks in a safe environment, climbing ladders and swinging from trees and use garden equipment to dig and prune bushes.

Staff are very sensitive to children's individual interests and create exciting play areas where children learn as they have fun. Super heroes are a particular favourite and an area has been created where they can act out scenarios and dress up in realistic costumes. They learn to think of others as clear guidelines explain how superheroes are kind and help others. Four number sequences are displayed as telephone numbers for different superheroes and children are able to follow these sequences and dial correctly. This helps them to recognise written numbers. They write down messages and details of those that need help and enjoy reading books about superheroes. Management and staff have developed a highly effective system for continuously assessing children during their play. This allows for early identification of children who may need additional support in some areas of their learning or children that need to be provided with more challenge. Promptly recognising these allows staff to immediately consider this when planning activities and enables children to make outstanding progress in all areas of their development and learning.

Staff are resourceful and imaginative providing children with resources that allow them to investigate and explore the world around them. They have a bird watching area with binoculars and reference cards and books and have resources to find out about their country, the world and outer space. Structured activities for each area of learning are provided each day and children join in with enthusiasm and excitement bringing their own thoughts and ideas. Small-group times with their key worker allow them to build up a close relationship and share their thoughts and feelings. There are excellent strategies in place for supporting children's behaviour. Positive reinforcement is the mainstay of the setting and at the beginning of each activity children are shown cards demonstrating good sitting, listening and looking. Staff are particularly skilled at supporting children who find it difficult to control their emotions. They are talked to gently and calmly and moved

away from the situation if necessary holding a small egg timer to allow them to calm down and take time away from whatever has made them angry or frustrated. A small rabbit called Fidget encourages children to sit nicely at group and story times and children have excellent manners and are considerate of others.

Supporting healthy lifestyles is a real passion of the setting and healthy eating is encouraged to all times. Children are provided with fresh and nutritious snacks and parents provide lunchboxes for lunchtime. Children grow their own salad and vegetables and eat the fruits of their labour enthusiastically. Children take themselves to the toilet and wash their hands independently. They begin each session with a physical activity such as brain gym or yoga, to wake up their minds and bodies. Children's medical needs are very well addressed with staff attending training where necessary to support individual medical needs and drawing up health plans to ensure that children are very well cared for and safe at all times.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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