

# Barnies Day Nursery and Out of School Club



Hadlow Primary School, School Lane, Hadlow, Tonbridge, Kent, TN11 0EH

**Inspection date** 20 February 2015  
Previous inspection date 8 December 2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The manager and staff provide a safe and stimulating learning environment for children.
- Staff are kind and caring. They establish good relationships with children, their families and with other professionals in order to provide continuity of care for all children in the provision.
- The quality of teaching is good. Children borrow toys, books and activities to enjoy at home. This enables parents to make a positive contribution to their children's learning.
- Staff assess children's skills, knowledge and abilities accurately and use this information to plan the next steps in learning. This helps children of differing abilities to develop confidence and make good progress.
- The provider, the managers and the staff are keen to keep improving outcomes for all the children in their care.

### It is not yet outstanding because:

- Staff do not always use opportunities to extend children's mathematical skills during their play, such as counting, comparing and awareness of shapes.
- Management does not incorporate suggestions from the school staff into their self-evaluation process in order to assess how well staff prepare children for school.

## What the setting needs to do to improve further

### To further improve the quality of the early years provision the provider should:

- extend opportunities for children to develop their understanding of mathematical concepts during their play
- develop the self-evaluation and planning process to include the views of connected professionals.

### Inspection activities

- The inspector observed activities indoors and in the outside area.
- The inspector spoke to staff, parents and children and took account of their views.
- The inspector conducted a joint observation with the area manager.
- The inspector reviewed a sample of the relevant paperwork including children's records, planning, staff qualifications and policy documents.
- The inspector tracked a sample of children's progress.

### Inspector

Annette Blundred

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a wide range of activities to promote children's learning and development, making learning fun. Children can enjoy learning outdoors in all weathers. They take delight in making up recipes with bark, mud and water in the outdoor area. Children decide what will go in their make-believe meals and pretend to cook them. Staff use effective questioning to extend children's thinking. They model language well to extend vocabulary through stories, games and songs. Staff promote literacy very well, showing children how to enjoy books and how to link letters and sounds for the purpose of writing. They teach children about their own community and about other countries and cultures. Although staff introduce children to numbers and mathematical concepts, they sometimes miss opportunities to reinforce these routinely. Nevertheless, the quality of the teaching is good and staff prepare children well for the next stage of their learning. They work well with parents and other professionals to meet the needs of any children who have special needs or disabilities. Through effective observations they identify children who may be in need of additional support. Therefore, all children make good progress in relation to their starting points.

### **The contribution of the early years provision to the well-being of children is good**

The management team prioritise keeping children safe. Through daily safety checks, they identify and minimise potential hazards. Staff know how to identify children who may be at risk of harm and instigate the correct procedures if necessary. Staff support children to share, to take turns and to play cooperatively. They seek their views when planning activities. Children settle quickly and form strong attachments with their key person. They show that they feel safe and secure. The staff work well with the local school to support children who attend the out of school provision. This provides continuity of care. Staff promote a healthy lifestyle. They support children to prepare their own snacks. They prompt them to wash their hands regularly throughout the day and to clean their teeth after lunch, singing songs to make it fun. This encourages children's independence.

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

The staff team have a secure understanding of their responsibilities. They have a good knowledge of the safeguarding and welfare, and the learning and development requirements. Management provides regular support to staff through supervision meetings in order to identify professional development needs. For example, staff are extending their knowledge about making effective observations of children's play. The self-evaluation system identifies strengths and areas for improvement, although this does not include the views of the local school. Parents complete questionnaires that seek their views and they exchange information regularly with their child's key person through a contact book. They comment that they feel very involved in their child's learning. They speak extremely highly

of the provision and say that the staff do everything they can for the children in their care.

## Setting details

<b>Unique reference number</b>	EY278752
<b>Local authority</b>	Kent
<b>Inspection number</b>	833503
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	46
<b>Name of provider</b>	Ann Windsor
<b>Date of previous inspection</b>	8 December 2009
<b>Telephone number</b>	01732 850033

Barnies Nursery and Out of School Club registered in 2004. It operates from a building in the grounds of Hadlow Primary School, in Hadlow, Kent. The premises include three playrooms and a fully enclosed outdoor area and offers full access to wheelchair users. The setting is open Monday to Friday, from 8am to 6pm all year round. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. The setting supports children with special educational needs and/or disabilities. There are 11 staff, 10 of whom have appropriate early years qualifications. The manager holds an early years degree.

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