

# Barnies Day Nursery

Bell 5, The Hop Farm Country Park, Beltring, Paddock Wood, Kent, TN12 6PY



## Inspection date

18 May 2015

Previous inspection date

2 February 2011

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | <b>Outstanding</b> | <b>1</b> |
|--|-------------------------|--------------------|----------|
|  | Previous inspection:    | Good               | 2        |
| How well the early years provision meets the needs of the range of children who attend |                         | Outstanding        | 1        |
| The contribution of the early years provision to the well-being of children            |                         | Outstanding        | 1        |
| The effectiveness of the leadership and management of the early years provision        |                         | Outstanding        | 1        |
| The setting <b>meets legal requirements for early years settings</b>                   |                         |                    |          |

## Summary of key findings for parents

### This provision is outstanding

- Excellent teaching and highly effective team work result in children gaining the highest quality care and education. As a result, all children progress well and most make outstanding progress from their starting points.
- Children receive exceptional emotional support as staff take time and care to fully understand their individual personalities and preferences.
- Targeted work to strengthen partnerships with parents has been extremely successful. Children gain huge benefit from observing the friendly, positive interaction between their parents and their trusted carers. Parents highly praise the service they receive.
- Tremendous thought and sensitivity goes into the management of children's behaviour. As a result, most children are extremely polite, confident and sociable, and all children receive excellent, individualised support.
- The leadership of the nursery is exceptionally strong. All staff in management or advisory roles provide support and mentoring for staff. This promotes their professional development and continually raises the quality of teaching.
- Highly effective self-evaluation takes into account the views of staff, parents and children. This enables managers and staff to plan ongoing improvements that are specifically aimed at reflecting the needs of the children and their families.
- Excellent partnerships working with other professionals, such as health specialists and teachers, help to ensure that children with additional health, educational or language needs receive the support they need.
- Children who attend the out-of-school element of the service enjoy a wealth of creative, educational and physical activities.

## What the setting needs to do to improve further

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

- extend opportunities to celebrate children's own ideas and artistic creations in the environment to further promote their very high levels of self-esteem.

### Inspection activities

- The inspector viewed all areas of the nursery.
- The inspector spoke with staff, parents and children at appropriate times during the inspection.
- The inspector observed the interactions of staff and children during a range of activities.
- The inspector undertook a joint observation with the area manager and a joint observation with the training coordinator.
- The inspector checked a range of documentation including children's progress records and a selection of policies and certificates.

### Inspector

Liz Caluori

## Inspection findings

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

The quality of teaching is consistently excellent and staff communicate with each other easily and effectively. This creates a lovely, relaxed atmosphere where the individual learning needs of each child are fully understood by all staff. Children freely explore, experiment and discover. Staff always make time to sit and speak with children. They model excellent conversational skills, listening with genuine interest to what children say and extending their language through skilful questioning. Children are enthusiastic, independent learners, preparing them exceptionally well for school. Children express themselves through imaginative play; for example, some choose to spend their day in dressing-up clothes. Children create highly individual and expressive artwork using a vast array of craft materials. Staff enthusiastically praise and encourage children's own ideas, but display boards generally feature work produced during adult-planned activities.

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

Children develop wonderful self-esteem and confidence as a result of the individual care and attention they receive. They form trusting and close relationships with all staff, frequently approaching them to show their achievements, share their ideas or just to play. Key-person arrangements are extraordinarily effective in promoting children's well-being. Key persons are highly in-tune to the needs of the children in their group. They know what is likely to create anxiety or unsettle each child. They make sure they are available when they predict individual children are likely to need additional attention. Children understand the importance of adopting healthy lifestyles. They take part in activities and ongoing discussions to learn how to create a balanced diet and to recognise what food should be an occasional treat. Staff provide challenging physical activities that enable children to test out their own capabilities and explore carefully managed risk taking.

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

All staff fully understand their responsibilities to promote children's learning, development, safety and well-being, and do this exceptionally well. Safeguarding arrangements are robust and all staff are familiar with the procedures to follow should they have concerns about the welfare of any child. Those in management roles show a great deal of respect for the unique attributes that each member of staff brings to the nursery. They make excellent use of the existing training and knowledge within the team to provide the best possible care and teaching. Staff receive superb support for their professional development, including mentoring from a senior colleague with specific responsibilities for training. This, along with highly effective self-evaluation, means that the quality of the service continually improves and evolves to reflect the needs of children and their families.

## Setting details

|                                    |                          |
|------------------------------------|--------------------------|
| <b>Unique reference number</b>     | 127004                   |
| <b>Local authority</b>             | Kent                     |
| <b>Inspection number</b>           | 840596                   |
| <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>      | 50                       |
| <b>Number of children on roll</b>  | 59                       |
| <b>Name of provider</b>            | Ann Windsor              |
| <b>Date of previous inspection</b> | 2 February 2011          |
| <b>Telephone number</b>            | 01622 872788             |

Barnies Day Nursery and Out of School Club registered in 1999. It is situated in Paddock Wood, Kent. It opens Monday to Friday from 8am to 6pm all year round and receives funding to provide free early education to children aged two, three and four. There are 10 staff who regularly work in the nursery. Of these, three hold Early Years Professional Status and the remaining seven hold relevant qualifications at Level 2 or Level 3.

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