

Barnies Day Nursery

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



Inspection date

17 March 2017

Previous inspection date

20 February 2015

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Staff establish overwhelmingly positive relationships with children. This helps keep children fascinated in exceptional play opportunities. Children are extremely confident and develop impressive levels of positive self-esteem and well-being.
- Children learn exceptional understanding and great respect of other people's similarities and differences in the world around them. For instance, when they celebrate an extensive range of festivals, such as Christmas, they research how other countries, such as Poland, traditionally celebrate the same event.
- Staff establish outstanding partnerships with parents and keep them exceptionally well informed. For example, they encourage them to participate in routine workshops to share ideas, such as how to develop children's vivid imaginations.
- Children participate in complex activities that help them develop impressive skills to support their future learning. For example, they have an active role in highlighting potential risks to their friends, such as blowing a whistle to indicate a hazard.
- The managers support staff exceptionally well to extend their already excellent skills and knowledge and monitor their performance. For instance, they attend an extensive range of training from established early years specialists to build on the outstanding quality of teaching, learning how children develop physical skills.
- Staff support children to develop excellent communication skills. For example, even babies constantly use signing. Older children are very keen to create their own puppets and props to make-up and share their own stories with great confidence.

What the setting needs to do to improve further

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

- strengthen even more the excellent opportunities that children have to develop their understanding of how things grow in the world around them.

Inspection activities

- The inspector observed staff interacting with children.
- The inspector viewed the indoor and outdoor environments.
- The inspector looked at written documentation, including a sample of the policies and procedures, risk assessments and staff training records.
- The inspector spoke to children, parents and staff, and took their views in to consideration.
- The inspector carried out a joint observation with the manager and discussed the impact of staff teaching on children's learning.

Inspector

Kelly Hawkins

Inspection findings

Effectiveness of the leadership and management is outstanding

The highly qualified and experienced managers and staff are extremely keen to accurately review their practice and make continuous highly beneficial improvements. For example, they observe each other in practice daily and provide helpful advice to support future plans. They take into consideration the children's views and they actively seek their opinions of the activities that they engage in. This helps keep children enthralled in their learning opportunities. The managers recognise a need to develop children's understanding of how things grow even further. Staff work extremely closely with other early years professionals. For example, they share plans daily for children to provide a highly consistent approach to their learning. Safeguarding is effective. All staff have an impressive knowledge of the safeguarding policies to follow that help protect children's welfare. For example, the manager is trained to teach safeguarding and staff discuss safeguarding on a daily basis. They are extremely effective at keeping children safe. Children have an active role in assessing risk safely, such as when they climb high trees they show a great understanding of how they will independently get down.

Quality of teaching, learning and assessment is outstanding

The managers and staff accurately track and monitor children's progress. This enables them to highlight any gaps in learning rapidly. It ensures staff provide exceptional support to help children continue to exceed expectations. Staff expertly prepare children to manage the move to school. For example, children learn what is expected of them, as they collect their lunches from the kitchen on school dinner trays. Staff extend children's learning in extremely interesting ways and show high levels of enthusiasm. For example, children who are enthused by a story about a hen who makes bread watch how bread is made, learn about different types of bread, and then make their own homemade bread.

Personal development, behaviour and welfare are outstanding

Staff are inspirational role models and children are exceptionally polite and behave impeccably. Children have outstanding opportunities to challenge their physical skills, such as using complex equipment, like climbing walls. Children gain excellent understanding of healthy lifestyles. For example, at meal times they discuss the benefits of food groups, such as, carbohydrates and proteins. All children, including babies brush their teeth after meal times for the duration of a song that indicates the recommended length of time to clean teeth effectively.

Outcomes for children are outstanding

Children of all ages and abilities make outstanding progress from their starting points. Older children gain excellent early writing skills, such as being able to write both their first name and surnames with independence. Children learn complex mathematical skills, such as counting backwards from 20 with great confidence. Children develop exceptional levels of kindness and empathy, such as sending regular parcels to the armed forces.

Setting details

Unique reference number	EY278752
Local authority	Kent
Inspection number	1085812
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 4
Total number of places	50
Number of children on roll	65
Name of registered person	Ann Windsor
Registered person unique reference number	RP907190
Date of previous inspection	20 February 2015
Telephone number	01732 850033

Barnies Day Nursery is a privately owned and registered in 2004. It is located in the grounds of Hadlow primary school, in Hadlow, Kent. The nursery is open Monday to Friday, from 8am to 6pm, all year round. The provider receives funding to provide free early education for children aged two, three and four years. The nursery employs 14 members of staff, 13 of whom hold relevant early years qualification at level 2 or above, including one member of staff who holds a relevant early years level 5 and three members of staff who have early years qualified teacher status.

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