

# The Barn Nursery

Buckingham Farm, Stanbrook, Thaxted, Essex, CM6 2NJ



## Inspection date

16 December 2015

Previous inspection date

3 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The management team have successfully addressed the actions and recommendation raised at the previous inspection. For example, staff now use their accurate assessments of children's learning to effectively plan for their individual needs. Information about children's development is readily shared with their parents.
- Forest school sessions in 'Wonder Wood' provide older children with very good opportunities to be physically active in the fresh air. Exciting activities inspire children to be highly capable and expert problem solvers. Staff successfully teach children how to keep themselves and each other safe, and behave well.
- Children and their family form warm and caring bonds with their key person. Children show high levels of self-confidence as they eagerly explore the spacious environment and rich range of high-quality toys and activities.
- The quality of teaching is strong. The well-qualified staff team plan a wealth of interesting learning activities that ignite children's curiosity. They learn about the environment and play an active role in caring for the wide range of nursery animals. Older children make predictions and experiment using a range of items to discover which ones will float or sink in water.
- Staff promote children's development of speech and language well. They consistently listen and respond to babies early attempts at talking and praise their efforts warmly.

### It is not yet outstanding because:

- The professional development for some staff is not yet sharply focused on embedding their understanding of recent changes in legislation.
- Partnership working with other settings that children attend has not yet been extended so that children's learning and development is shared more to further support their continuity of learning.

## What the setting needs to do to improve further

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

- strengthen the programme of professional development to more thoroughly review practice and confidently support all staff to understand changes in new legislation
- extend the partnerships with other settings that children attend, sharing even more precise information about their learning and development.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector accompanied staff and older children to 'Wonder Wood' where she evaluated a joint observation with the manager.
- The inspector spoke to children and staff at appropriate times.
- The inspector spoke to a small selection of parents and grandparents during the inspection and took account of their views.
- The inspector held a meeting with the manager, deputy and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.

### Inspector

Lorraine Pike

## Inspection findings

### Effectiveness of the leadership and management is good

The enthusiastic management team work very well together to run the nursery efficiently. The arrangements for safeguarding children are effective. Staff vigorously check the identification of people who are given permission by parents to collect their child on their behalf. The manager frequently observes staff practice. Clear arrangements are in place for the supervision of staff. Regular training opportunities are specifically targeted at meeting the needs of individual or groups of children to promote good outcomes. The management team have completed training in recent changes in government legislation and have shared their knowledge with all staff. However, they are yet to fully embed the understanding of these changes for some of the staff team. The manager's attention to monitoring the educational programmes ensures that any gaps in children's learning are quickly addressed. The strong contribution from parents, staff and children supports the management team to evaluate and maintain a high-quality provision.

### Quality of teaching, learning and assessment is good

The dedicated team of staff have a genuine interest in children's play. Their praise motivates children to complete realistic challenges. Babies have fun exploring the sensation of cooked spaghetti against their bodies. They develop good coordination of their hands. Children learn how to use large magnets to move small metal balls within an enclosed interactive activity board. Children learn about mathematical ideas. They count how many people are in their family. Younger children use number names as they enthusiastically join in with action songs. Staff promote children's creative skills well. They know not to interrupt the creative flow when children become engrossed in creating models from sparkly dough. Staff successfully promote children's literacy development. Children thoroughly enjoy listening to familiar stories and join in with repeated refrains. They respond well to staff's probing questions and are keen to speak aloud to share their own stories.

### Personal development, behaviour and welfare are good

Staff create a warm and nurturing environment for children. Very good arrangements are in place to help children make a seamless move between rooms and on to school, when the time comes. Children demonstrate a real sense of responsibility for their environment. They use brooms to eagerly sweep up the shredded paper they have been playing with. Staff provide good opportunities for children to develop their physical skills, in the inviting outdoor areas. Babies build strength as they pull themselves up on equipment in their dedicated area. Older children enjoy riding on scooters and balancing on equipment. Parents welcome the ideas that staff provide to support their child's learning at home. They describe the staff team as professional.

### Outcomes for children are good

All children make good progress in relation to their starting points. They develop the key skills they need in readiness for school, such as being independent. Babies wipe their own hands and faces following mealtimes. Older children successfully manage to put on their outing clothing.

## Setting details

<b>Unique reference number</b>	204042
<b>Local authority</b>	Essex
<b>Inspection number</b>	1027905
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Barn Nursery (Thaxted) Limited
<b>Date of previous inspection</b>	3 April 2013
<b>Telephone number</b>	01371 831262

The Barn Nursery was registered in 1992 and is privately owned. The nursery employs 13 members of childcare staff. Of these, eight hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.45am until 6.15pm. The nursery provides funded early education for two-, three- and four-year-old children.

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