

# The Barn Nursery

Inspection report for early years provision

---

**Unique reference number** 511420  
**Inspection date** 02/11/2011  
**Inspector** Fay Shelton

**Setting address** Atwood Avenue, Richmond, Surrey, TW9 4HF

**Telephone number** 020 8876 6910

**Email**

**Type of setting** Childcare - Non-Domestic

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

The Barn Nursery was registered in 1992 and is run by a parent management committee. It is situated in Kew in the London borough of Richmond. The nursery operates from two main rooms within The Barn Church Hall premises. Children have access to a secure outside play area. The nursery operates from 9.20am until 12.30pm, Monday to Friday, term time only. A maximum of 50 children may attend the nursery at any one time, aged from two years to five years. There are currently 39 children on roll. The nursery is funded for the provision of some free early education for three and four year olds. The majority of the children come from the local area.

The nursery employs 10 staff, nine of whom hold appropriate early years qualifications. Two members of staff are qualified at level 2, five members of staff are qualified at level 3 and two members of staff are qualified at level 4.

The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery is registered on the Early Years Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The nursery provides extremely high quality care and education overall for children, so they make exceptional progress. Partnerships with parents and other agencies are outstanding. Provision of high quality resources and the utilisation of space is a key strength for this nursery. These are significant in making sure that the needs of all children are met, along with any additional support needs. The nursery successfully provides an excellent service that is inclusive to all families. Self-evaluation is highly effective and staff demonstrate a capacity to maintain the continual improvement of this already high quality provision.

## **What steps need to be taken to improve provision further?**

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

- expanding opportunities for children to work alongside artists to further develop their creativity.

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

Children are fully safeguarded as all staff receive regular training, are well informed about their responsibilities for protecting children and do so most competently. Highly effective recruitment procedures are in place and staff hold appropriate qualifications. Robust risk assessments are in place and children are exceptionally aware of how to keep themselves safe. All of the required policies and procedures are clear, in place and implemented extremely effectively. Self-evaluation is accurate, reflects the rigorous monitoring of what the nursery does well and identifies any areas of weakness. For example, management identify the need to record evaluation and targets on a weekly basis as well as monthly, to reflect the high standard of other records kept. Management has high aspirations for quality through ongoing improvement. They are outstandingly successful in inspiring the staff team to maintain high standards and continuous improvement.

Staff provide a highly stimulating and welcoming environment for children. The premises are well organised in order to meet the needs of the children. Environments encourage their curiosity and independent learning. The outstanding deployment of staff at the nursery further protects children's safety and provides important support for each child. Staff show a clear commitment to the children which means that they are exceptionally well cared for and are making excellent progress in their development. Staff have a comprehensive understanding of the Early Years Foundation Stage. As a result, planning provides all children, including those with additional needs, with exciting and flexible experiences that cover the six areas of learning. Portfolios of children's progress are very well organised; sensitive observations, assessments and photographs illustrate clearly excellent progress towards the early learning goals.

Staff work closely with parents to gain a thorough understanding of each child's circumstances, abilities and needs, enabling them to recognise and value each child's individuality. Consequently, children settle well and are extremely confident in their play and learning. Staff have an exceptionally clear understanding of how to work successfully with parents and other agencies to support the inclusion of children with identified special educational needs and/or disabilities. These successful communications help all children's confident move to the next stage of their learning.

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

All children show a very strong sense of security and feel safe within the nursery, as a result of the exceptional organisation. Consequently, children are very happy and extremely well behaved as their individual needs are exceedingly well met. The children confidently explore their environment with ease and are eager to try new experiences. They develop excellent concentration skills and work determinedly to complete tasks. Children express their creativity to design fantastic

pieces of artwork at one of the many hands-on creative areas that the nursery provides. While the nursery has previously invited an artist to work with the children, this is not regularly planned to further extend their creativity. Children's personal and social skills are extremely well developed. From their early days at nursery they are extremely confident in their relationships with others, for example, as they spontaneously cooperate with each other taking turns to use the apparatus and share resources.

Staff organise indoor and outdoor environments to cover all six required areas of learning, these successfully motivate children to learn. Children show consistently high levels of independence and sustained attention in their play and activities. They freely choose and use a wide range of interesting and high quality resources indoors and out. Consequently, children are establishing a very strong basis for their future development and learning. Children are developing their senses and physical skills as they access an excellent range of natural play materials. They develop early writing skills outside, for example, using chalk to draw on the large chalk board. Children are able to easily access interesting activities that support their progress towards the early learning goals. Children are able to strengthen their problem solving skills, for example, with resources such as measuring jugs, tubes and whisks in the water tray. In addition, they develop their numeracy skills by counting through song.

The nursery offers a wealth of opportunity for children to express their independence. Children's good health is exceptionally well promoted as they learn the importance of following good personal hygiene routines and the benefits of exercise. Staff provide healthy snacks contributing to a balanced diet, for example, a selection of fruit and crackers at snack time. This prepared with the help of a small group of children who take pride and delight in taking on the responsibility of preparing snacks for the other children. Staff make first class use of this time to discuss healthy eating with children. Hygiene is kept to a high standard; a large majority of children clean their own hands after toileting and messy activities. There is ample opportunity for children to use their physical skills both inside and outside, on the quality equipment provided, for example, large climbing frames, tunnels and bikes, steps and slides.

Children's behaviour is exceptional. Staff provide excellent role models for children and effectively support their learning if needed. Children are praised and encouraged throughout the day and their individual needs are met. Children are happy and consider each other as they make choices about what they want to play with by helping themselves to resources. They speak with confidence and listen attentively to each other. Overall, this is an awe-inspiring, motivational environment that clearly has a significant impact on the children's learning and development.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

