

Inspection date	20/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Planning by staff meets the needs of children well. It is comprehensive and links well to children's assessment information to provide next steps for learning.
- Staff keep parents well informed of their children's progress. They provide good opportunities for parents to contribute to children's learning.
- Staff support children's learning well. They make timely interventions in their play to extend language and thinking skills.
- Children are happy and settled because they have strong, warm relationships with staff.

It is not yet outstanding because

- Although children have some access to resources to learn about technology, this is not as varied or extensive as it could be.
- Opportunities for older children to practise their early writing skills in play situations are not fully developed.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out a joint observation with the manager of an adult-led group activity.
- The inspector observed the interaction between staff and children.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation and held a discussion with management.
- The inspector spoke to parents, staff and children and took their views into consideration.

Inspector

Jennifer Beckles

Full report

Information about the setting

Barnes Day Care opened in 2013. It is privately owned and operates from the owner's house in Barnes in the London Borough of Richmond upon Thames, close to shops, parks, schools and public transport links. There is a patio and garden for children to use for outdoor play. The owner has two cats. The nursery is open Monday to Friday from 8am to 6pm throughout the year. It closes for all Bank Holidays and for two weeks during the summer and at Christmas, plus a week at Easter. The nursery is registered on the Early Years Register. There are six members of staff, including the owner, who work with children. Of these, four hold appropriate early years qualifications. The manager holds Early Years Professional Status; one staff member has an early years degree; two staff members hold level 3 qualifications; and two staff members are unqualified. The nursery receives funding for free early years education for children aged three and four year olds. There are currently 26 children on roll in the early years age group.

What the setting needs to do to improve further

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

- develop further opportunities for children to practise their early writing skills in play situations
- extend children's technology experiences by making resources more available.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make good progress in this bright, organised nursery. Staff plans are comprehensive and enable children to enjoy a diverse range of activities. Children make free choices from accessible resources to create their own play. This is balanced by adult-led activities, which provide more structured and challenging learning. Children move freely between indoor and outdoor environments, which supports their learning well.

Staff teach children early mathematics skills, such as grouping objects as children place coloured elephants on matching mats. Staff play number games with children to help them to recognise numbers. They support children's counting skills by asking children to count out objects to match a given number. Children are beginning to understand technology while they play with old mobile phones. However, children do not always have access to a wide variety of working technology resources. Children use good small muscle control as they use brushes to paint pictures. Their pictures relate to a circus scene and staff use this opportunity to ask children about their visits to the circus. This enables

children to practise their language skills. Older children learn early literacy skills because they recognise their names on cards when they arrive at the nursery. Staff teach children letters and their corresponding sounds through fun games and activities. However, opportunities for children to practise their early writing skills in play situations are not embedded as well as they could be. Babies delight in watching bubbles floating through the air. They develop good coordination skills as they try to touch the bubbles as they float by. Staff teach babies new words as babies explore the texture of spray foam. Staff read babies' favourite stories in lively tones, which encourages babies to learn about language and interact with stories. Generally, these activities help children to learn valuable skills for later use in school.

Children develop a good variety of physical skills as they climb up ladders, ride on wheeled toys, and move in different ways across a spacious open area. Staff teach children to aim and throw while they play games with skittles. Children learn about the world around them as they dig in soil and discover different insects. Staff encourage children to examine the features of mini-beasts by giving them magnifying glasses and teach children the names of different mini-beasts. Children use construction sets to build designs and staff teach them about size and space. Children enjoy imaginative play in the outdoor home corner.

Staff determine children's next steps for learning well. This is because they use information gained from assessments of children effectively. For example, staff carry out regular, good quality observations, which they evaluate along with other examples of children's skills to plan suitably challenging activities. Staff carry out progress checks for children aged between two and three years and provide written summaries to parents to keep them informed.

Staff keep parents up to date on their children's development in a variety of effective ways. For instance, staff keep daily diaries, which contain details of children's care and learning activities and share these with parents. Staff also have parents' meetings to review children's learning journals and discuss progress. Parents have good opportunities to contribute to their children's learning because they share their observations of their children with staff. This helps staff to build a picture of children's all round development, which they use to inform planning.

The contribution of the early years provision to the well-being of children

Staff help children to settle well at this caring nursery. Staff build strong, nurturing relationships with the children, which helps children to feel happy and secure. Staff find out about children's personalities when they first arrive and use this information to provide activities that children enjoy. This supports the settling-in process of children well. Babies' needs are met effectively because staff continue babies' daily home routines so that familiar patterns are not disturbed.

The nursery is bright, clean and attractively furnished, which promotes children's good well-being. Staff teach children how to be safe through discussion on road safety. Children

behave in safe ways. For instance, they walk indoor and take turns to crawl through play tunnels to avoid accidents. Staff encourage children to take care of their personal needs. For example, they teach children how to put on their coats and shoes. Children have good self-care skills. They use the bathroom to wash their hands independently at appropriate times and show good awareness of the need to keep germs away. Babies are changed in comfortable, clean, bright areas by staff and this supports their well-being.

Children are independent at meal times. They serve and feed themselves competently and pour their own drinks. Staff support younger children. Children eat nutritious, balanced meals and snacks and staff cater for special dietary needs. Staff teach children healthy habits because they take children outdoors each day for fresh air and physical exercise. Children practise a variety of physical skills on different resources in the nursery garden.

Children behave well because staff have very clear expectations of children's behaviour. They provide children with visual reminders of expected behaviour. Staff are calm, fair and consistent in their approach to behaviour management. Staff teach children to care for one another and this leads to children showing kindness and respect towards each other. Children spend time with staff in new group rooms before they move. This helps children to settle well.

Staff support children to understand and value difference. For instance, they talk about and celebrate special events with children, such as Chinese New Year. During this time, children visit restaurants to taste Chinese food and make craft items to celebrate the occasion.

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

Staff keep children protected from harm. For example, all staff are qualified first aiders and this provides good protection to children in case of accident or emergency. Staff carry out daily health and safety checks covering all areas of the environment and perform regular fire drills. Staff are vetted well to assess suitability for their roles and this protects children further. All staff have received safeguarding training and have good knowledge of procedures to follow should they be concerned about a child.

Management supports staff effectively. This is because management supervises staff regularly to identify and provide for any areas requiring support. Staff have regular appraisals and training needs are identified. For instance, staff attended training on ways to manage challenging behaviour which led to a wider variety of effective strategies used by staff.

Management works directly in the group rooms with the children and this provides good insight into the quality of staff practice. Daily morning meetings between staff and management, where issues are discussed, support the monitoring of the nursery well. The whole staff team, including management, evaluate planning regularly and this leads to improvement where needed. The manager reviews all learning journals regularly and this

helps to ensure consistent, good practice. Staff track children' progress and use this information to check if there are any gaps in learning so that appropriate remedies can be sought.

There are good partnerships with a range of professionals. For example, staff work closely with the local children's centre and direct parents to a range of their services to support families. Staff have good links with the early years department of the local authority who provide advice and support on early years matters. Partnership with parents is effective because staff keep parents informed of their children's progress. They provide good opportunities for parents to contribute to children's learning.

Management knows the strengths and weaknesses of the nursery well. It has set clear priorities for improvement. For instance, it plans to develop links with local schools to support children who move to school in the future. The nursery operates well and has good capacity to maintain this.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY461140
Local authority	Richmond upon Thames
Inspection number	932603
Type of provision	Childminder
Registration category	Childcare - Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	24
Name of provider	
Date of previous inspection	not applicable
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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