

# BarBar Nursery @ The Rosary



Rosary RC Primary School, Beeches Green, Stroud, Gloucestershire, GL5 4AB

<b>Inspection date</b>	18 May 2017
Previous inspection date	11 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff work well with parents and keep them fully informed about their child's learning and development. Parents speak highly of the staff team and the service they receive.
- Children benefit from a nurturing environment and a strong key-person system. They form secure attachments with staff and are confident to ask for help.
- Staff promote children's communication and language skills well. For example, they listen carefully to what children say. Staff encourage children well to join in with letters, sounds, stories and songs.
- Children develop a good understanding of how to keep themselves safe. For example, they check for dangers in the outdoor area before going out to play.
- The manager continuously evaluates the nursery. She gathers information from parents and staff to help her identify what they do well and where to make improvements.
- Staff support children well during their move from pre-school to school. They form strong links with the local school and ensure they emotionally prepare children well for their next stage of learning.

### It is not yet outstanding because:

- The organisation of some group activities for younger children does not consistently engage them and encourage their participation fully.
- Staff do not always ensure that children have the time and freedom to become deeply involved in their activities.

## What the setting needs to do to improve further

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

- develop further the organisation of activities for younger children, so that they can fully participate and engage in the learning experiences provided
- maximise the opportunities for children to have the time and freedom to become deeply involved in their activities.

### Inspection activities

- The inspector spoke to the manager, staff, parents and children at appropriate times during the inspection.
- The inspector observed staff's interactions with the children inside and outside.
- The inspector toured the premises and looked at available resources.
- The inspector sampled a range of documentation, including children's records, and policies and procedures.
- The inspector carried out a joint observation with the manager to observe staff interaction and impact of teaching standard.

### Inspector

Tracey Cook

## Inspection findings

### Effectiveness of the leadership and management is good

The manager has a good understanding of how children develop. She uses effective systems to support and monitor staff. For example, staff receive regular supervision meetings as well as ongoing training to raise teaching standards further. This has led staff to introduce phonic bags to support children's communication, following training to develop children's language skills. Safeguarding is effective. Leaders and staff have a good understanding of child protection issues and the procedures to follow if they have concerns about the welfare of any child. For example, they keep their knowledge up to date with regular training. Recruitment procedures are robust.

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

Staff have a good understanding of how children learn and know all children very well. They gather information about children's capabilities when they start and use this information well to plan targeted activities for them. The manager effectively monitors children's development and ensures staff regularly observe and assess children accurately. Staff use this effective monitoring to overcome gaps in learning to meet the needs of each individual child, including those who have special educational needs. Staff have high expectations of children and plan interesting activities. This helps all children, including those who receive additional funding, to make good progress from their starting points. Staff help children well to use mathematical language and challenge the most-able children successfully to extend their skills. Children begin to develop a good understanding of the world. For example, when they play with the water, they decide to put it in the freezer to see if they can make ice.

### Personal development, behaviour and welfare are good

Children have a strong sense of belonging and are emotionally secure. They are happy, settled and enter the pre-school confidently, benefiting from the enthusiastic and welcoming staff on arrival. Staff are good role models for children and encourage good independence and self-care skills. For example, they encourage children to peel their own satsumas at snack time. Children have good opportunities to play outside, be physically active, and develop coordination and control. For example, children run, jump and climb as they explore the school field. This supports their physical development well.

### Outcomes for children are good

Children are confident, happy and play well with their friends. They are self-motivated and enjoy their time at the pre-school. Children receive good staff support to develop their self-esteem well. They receive constant praise for their achievements, which motivates them to continue learning and exploring new ideas. Children learn valuable listening and recall skills through stories, songs and rhymes.

## Setting details

<b>Unique reference number</b>	EY430748
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1094957
<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>	2 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	51
<b>Name of registered person</b>	BarBar Nursery Ltd
<b>Registered person unique reference number</b>	RP905857
<b>Date of previous inspection</b>	11 June 2015
<b>Telephone number</b>	07532136525

BarBar Nursery @ The Rosary registered in 2011. The nursery is in the grounds of The Rosary School in the Beeches Green area of Stroud, near Gloucester. The nursery opens each weekday during term time from 8am to 6pm. It receives funding for the provision of free early years education for children aged two, three and four years. The nursery also offers before-school and after-school care. There are four members of staff working directly with the children. Of these, three have appropriate early years qualifications, including the manager.

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