

Inspection of The Barn Club

Greenside Farm, Warm Lane, Yeadon, Leeds LS19 7DW

Inspection date: 31 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children happily enter the setting. They thrive on the warm greetings and cuddles they receive from staff. Children have secure emotional attachments to staff, which helps them to feel safe and secure. For example, staff and children laugh together during a water activity that provides opportunities for children to develop early mathematical skills. Children have great fun counting the small plastic ducks which they catch in a net.

Children generally engage very well in activities and enjoy their time at the setting. They make good progress and develop essential skills that prepare them for going to school. This includes children in receipt of additional funding and those with special educational needs and/or disabilities (SEND). For example, children follow routines well and confidently make choices that help them to develop independence. This ranges from selecting their favourite cereal from the dispenser to deciding whether they want to play inside or outside. Children persevere as they manage self-care tasks, such as putting on their coats and wellingtons.

Children are very sociable and they demonstrate good behaviour. For example, Reception-aged children patiently take turns while playing table-top games, and both older and younger pre-school children play together amicably during many activities. Children positively respond as staff prepare them for changes in the daily routine, for instance by ringing a bell.

What does the early years setting do well and what does it need to do better?

- Staff plan broad and generally effective educational programmes. They incorporate topics, such as those linked to families, diversity, friendship and social skills. For example, older pre-school children paint pictures of special people and younger children learn to share. Staff use fundraising events and stories that reinforce messages about empathy, kindness and generosity, such as a story in which a giant gives away all of his clothes.
- Key staff, whose qualifications have a generally positive impact, know children well. They undertake effective assessments, in order to plan for children's interests and the next steps in their learning. However, unqualified apprentices do not have the same secure knowledge. They are not fully supported by the manager to maximise opportunities to extend children's learning and talk to them as they play. This is necessary for them to optimise children's progress.
- Staff swiftly identify emerging developmental concerns. They make prompt referrals and implement highly effective early intervention strategies. Partnerships with parents and other professionals or organisations are excellent. Consequently, children with SEND show excellent confidence because staff meet their needs and integrate them superbly.

- Children develop good physical skills. Those over three years use a variety of tools, build with wooden blocks and make sandcastles. They balance on crates and tyres, and work cooperatively to rock the seesaw. Two-year-old children use chunky paint brushes and utensils to fill and pour during water play. Staff plan additional physical activities, such as yoga, which also helps to promote children's emotional well-being.
- Staff help to support children's early speech through activities such as singing and reading stories, along with the use of resources, including a library and a story bus. Where communication barriers exist, staff use visual aids, such as sign language and picture routines, to support children's learning.
- Staff support two-year-old children well during certain activities and nurturing care routines. However, staff do not always recognise when they require greater adult support to engage, where they lose focus. Furthermore, staff plan whole-group activities that do not take full account of two-year-old children's stage of learning and concentration level.
- Staff establish excellent partnerships with parents to help children settle in and meet their needs. Subsequently, they share information about the setting and children's progress verbally, electronically and through notices, the website and newsletters. Staff involve parents in children's learning, such as by sharing home activity ideas. Parent feedback is highly complimentary.
- Everyone works together to review and improve practice. For example, the setting partakes in COVID-19 recovery mentoring programmes. The manager is currently introducing peer observations, to help her monitor staff practice and target further training more purposefully and precisely, to strengthen practice.
- The provider has not notified Ofsted of an existing director, following a change to the primary purpose of the business. However, they have promptly responded to this oversight by submitting relevant forms to Ofsted at the time of the inspection. The impact on children is minimised as this individual has been subject to a Disclosure and Barring Service check.

Safeguarding

The arrangements for safeguarding are effective.

Staff undertake effective care practices and risk assessments to promote children's welfare, including those with specific health or educational needs. Staff section off areas so that children who attend the out-of-school club have their own space, in order to promote younger children's safety and well-being. Staff monitor access closely to prevent unauthorised persons from entering the setting. Staff can identify possible signs of abuse, and understand reporting procedures. This helps to protect children from harm. Staff demonstrate safe practices, such as cutting up certain food items from children's lunch boxes that could pose a risk of choking.

What does the setting need to do to improve?

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

- provide greater levels of support for apprentices, so that they are fully aware of how to extend children's learning and support their individual learning needs
- focus teaching and the curriculum more precisely on younger children's individual learning needs, to fully engage them and help them to make the best possible progress.

Setting details

Unique reference number	EY492898
Local authority	Leeds
Inspection number	10236722
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 10
Total number of places	40
Number of children on roll	70
Name of registered person	The Barn At Emsleys Farm Ltd
Registered person unique reference number	RP911540
Telephone number	07903790592
Date of previous inspection	3 March 2017

Information about this early years setting

The Barn Club registered in 2015 and operates from a building within the grounds of a Farm in Yeadon. The Barn Club employs seven members of childcare staff, including the two owners of the setting. There are five members of staff who hold an appropriate qualification. One is at level 2, three are at level 3 and one staff member holds qualified teacher status. The Barn Club opens from Monday to Friday, all year round, from 7am to 6pm, excluding the week between Christmas and New Year. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Rachel Ayo

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector held discussions with the manager and owners of the setting. She carried out a learning walk with the nursery manager. This helped the inspector to understand how staff organise the early years provision and the curriculum.
- The inspector observed the quality of education and assessed the impact of this on children's learning.
- The nursery manager and the inspector carried out a joint observation of an activity taking place.
- The inspector spoke with children, parents and staff during the inspection. The manager also shared written feedback from parents, reflected in surveys and pre-inspection emails.
- The manager shared various policies and documents with the inspector, including those related to children's learning and the suitability and qualifications of staff.

We carried out this inspection 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.

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