

Inspection of Barley Burrow

St John's CofE Primary School, Boreham Road, Warminster, Wiltshire BA12 9JY

Inspection date: 16 January 2025

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	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and eager to start their day. They confidently separate from their parents and carers when they are welcomed by the kind and caring staff. Staff are attentive to the individual needs of children, helping them to feel safe and secure.

Leaders and staff implement a broad and ambitious curriculum that builds on children's experiences and promotes their independence. Staff provide a good range of interesting activities and learning opportunities that spark children curiosity and engagement in learning. For instance, children are eager to learn how to use different utensils to make their own pizzas. During the activity, children learn how to mix their ingredients, and they confidently use knives and cheese graters to cut and prepare their individual toppings. Staff support children by encouraging and praising them, helping them to know how to use the equipment safely.

Staff are fair and consistent with implementing the behaviour expectations and, as a result, children have a good understanding about what is expected of them. Staff support some children through using tools, such as sand timers, to help them to understand how to take turns with toys. Overall, children behave well and are respectful of their peers.

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

- Leaders have a good oversight of their curriculum, and they monitor its effectiveness to reflect on what they need to develop further. Staff are well supported in their roles. Leaders ensure that staff have the skills and knowledge to help them to meet the needs of the individual children in their care, and they regularly attend training to support their professional development.
- Children have lots of opportunities to have fresh air and exercise and to develop their physical skills. Children benefit from using the outdoor space frequently, and staff ensure that they provide a good range of activities and resources to keep children busy. Children enjoy taking part in physical education sessions where they listen and follow instructions. Staff help children to test their physical abilities as they climb and balance on the tyres. Children enjoy using the construction resources to build walls with their friends, and they practise using scissors to cut spaghetti as they pretend to rescue the toys hidden among it.
- Staff know the children and their families well. They have established procedures to work in partnership with parents to build relationships with children and to learn about their needs and interests. Parents say that they are very happy with the care that their children receive, and they say that they are well informed about their children's progress.
- Leaders and staff have good procedures in place to monitor and assess

children's progress. They have a good insight of what children need to learn next, including those who have delays in their progress or special educational needs and/ or disabilities (SEND). Staff use what they know about children to tailor their support precisely. However, some of the quieter and shy children could do with support in developing friendships with their peers.

- Staff help children learn about their feelings and emotions so that they are able to understand their emotions and express themselves appropriately. Older children confidently talk about their feelings and what makes them feel that way. They point out if they notice one of their peers is sad and talk about how to make them feel better.
- Staff place a high focus on supporting children to develop their love of literacy. Children become immersed in stories as staff skilfully capture their imaginations as they read to them. Children listen and excitedly join in with the stories as staff introduce more words to extend children's vocabulary.
- Overall, the day is calm and there is a happy atmosphere in the room. However, on occasions, such as during routine times and some group activities, the environment becomes loud and busy. Children are distracted and lose interest in their play. For instance, during their morning 'wake and shake' session, some children are distracted by the staff who are carrying out routine tasks rather than joining in.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- provide more support for the quieter children to build friendships with their peers.
- develop the routines of the day to be more organised to maximise children's learning and to prevent distractions.

Setting details

Unique reference number	2734521
Local authority	Wiltshire
Inspection number	10376729
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	44
Name of registered person	Shuttlewood, Lucy
Registered person unique reference number	2634143
Telephone number	07597428490
Date of previous inspection	Not applicable

Information about this early years setting

Barley Burrow registered in 2023 and operates from the grounds of St John's CofE Primary School, Warminster, Wiltshire. It provides care from 8.30am to 4.30pm, Monday to Friday, all year round. The pre-school provides funded early education to children aged two, three and four years. There are eight members of staff working directly with the children. Of whom, six members of staff hold level 3 qualifications and one member of staff has a level 2 qualification.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to parents, staff and children at appropriate times during the inspection and took account of their views.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager showed the inspector documentation to demonstrate the suitability 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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