

## **BARNIES DAY NURSERIES AND OUT OF SCHOOL CLUBS**

### **WHO WE ARE**

Established since 1996 primarily for nursery care Barnies has expanded to include Out of School care and crèche facilities to ensure it meets the diversity of parents needs.

**Barnies'** name was always a temporary label used whilst the renovation works of the first setting were completed- a disused barn.

It never changed

- B Birth to 11 years child care.** Barnies provides child care all under one umbrella ensuring peace of mind for parents with children within this age range. No need to look for additional or alternative arrangements for each child. Full and half day nursery provision, crèche, before and after school facilities and holiday clubs.
- A Additional services.** Registered with KCC to provide Free Early Education for 3 and 4 year olds and Free For 2 year old places.
- R Recognised for quality and achievement.** Current Ofsted rated GOOD.
- N Nutritional well balanced food.** Barnies follows the guidance provided by the Children's Food Trust, 'Eat Better Start Better – Voluntary Food and Drink Guidelines for Early Years Settings in England' and 'Eat Better Do Better' guidelines for school age children. This commitment ensures children are provided with a nutritional balanced menu with alternatives to meet individual dietary requirements. Staff monitor portion size, appetite and eating habits and are aware of childhood obesity.
- I Internal training and continual professional development.** Barnies is fully committed to the promotion of continual professional development for all staff ensuring they keep up to date and improving knowledge. Staff are mentored and encouraged to obtain recognized qualifications up to degree level working in partnership with a variety of external training providers to meet learning styles and needs.
- E Equality of opportunity for child development and education.** Barnies promotes close working partnerships with the parents and encourages a sharing of information about their children. Through ongoing assessment and observation children are provided with a stimulating and challenging environment that develops self esteem and a higher achievement of learning. Through working in partnership with parents children's development or behavioural issues have agreed and consistent responses. Staff are trained to promote positive behaviour, recognize and diffuse distressing situations and ensure that the care of the child remains paramount. Barnies works on the basis of inclusion and has experience of children with a variety of diverse needs, we are committed to working as part of a multidisciplinary team. We consistently support parents and children through transitional periods, medical conditions, illness and other developmental concerns. Senior Managers are trained as SENCO coordinators. Individual and specific care is assured.
- S Safeguarding is paramount.** Barnies promotes a positive ethos and culture towards all aspects of safeguarding. Staff are embedded with knowledge and are committed to recognise and understand their responsibilities regarding child safety, security and abuse. Staff are cleared through the Disclosure and Barring Service (DBS). Policies ensure that references are checked, health issues declared and a three month probationary period is applied for all new employees. Regular opportunities for staff supervision and an open door policy reduces barriers to reporting concerns.

Our ethos is derived from our motto:

***“ We measure success by a child's happiness and not just technical progress. ”***

## **Quality of Leadership and Management**

Barnies is led by a highly professional team qualified to degree level with three leaders achieving Early Years Professional Status. There is a continual persistence for excellence driven by rigorous and robust systems and procedures which insist on consistent self assessment, evaluation and reflection at all levels. Senior managers meet regularly to review and reflect on practise and to set objectives. An annual reflection and evaluation is completed by all employees.

Health and Safety Procedures are detailed under Health, Hygiene and Safety aspects in the Health and Safety Policy. This includes all daily, weekly, monthly, quarterly, biannual and annual checks, drills and records which are regularly monitored and checked for compliance. There are comprehensive checks and systems in place to ensure that all personnel are kept safe whilst on the premises and staff have a competent ability to complete drills, checks and records accurately. Procedures for accessing the premises for parents and children are explained during the settling procedure and reminders of procedures are displayed, especially for notification of medication and collection procedures. Non arrival and unauthorized changes of collection are always followed up and recorded. "Safe risk" is applied to develop children's awareness in personal safety both in a physical sense with space and equipment and when out and about. Guidelines for internet use and social media are made clear for all stakeholders. The use of mobile phones is forbidden for all people in the children's areas, parents or visitors are not permitted entrance whilst on a mobile phone. Managers are not threatened to confront or challenge if breaches are made in any aspect regarding safeguarding.

Staff recruitment, induction, training, development, supervision and appraisal procedures are well established, robust and thorough. The issuing of guidelines and terms and conditions of employment are completed on the first day. Training and continual professional development (CPD) includes the completion of induction programme, training file and internal training courses. Observation, assessment and on going development is achieved through peer observations, supervision and appraisals. First Aid and Food Hygiene qualifications are required and renewed. Safeguarding training is led as an on going experience where management deploy a strategy of evoked discussion when staff notice any cause for concern and are encouraged to explore the possible causes. Further guidelines are displayed for staff to refer to. External training to degree level is available via a variety of training providers. Staff regularly attend meetings for training and to keep up to date with discuss

Parent partnerships are fostered through child admissions, transition between Key groups and an introduction to the Early Years Foundation Stage procedures. Their involvement and evaluation is sought from their experiences within Barnies after the first six weeks or after parents evenings, presentations and stay and play sessions. They are provided with 1-1 discussions with written clarification and a sharing of observations and assessments. Communication is provided to share information if a child attends another setting or provision. Further communication includes daily contact books, discussion records, EYFS folder, notice boards, medication and emergency medical procedures and consents and brochures. The Policy File, Ofsted Inspection and Newsletters are available in the entrance foyer.

Managers regularly monitor and assess statistical analysis to identify children's progress and to ensure that gaps between attainment levels are closing. Combined with peer observation, supervision and appraisals across all staff a programme of training requirements can be identified, planned and delivered to ensure that any discrepancies in teaching practise and attainment are minimised.

Students are positively embraced and valued as practitioners of the future and as such complete induction training, are closely supervised and a liaison with school/college staff is sustained.

## **Teaching, Learning and Assessment**

Barnies ethos evolves around the sense of “family” with a balance of planned activities, spontaneous play and “family” times. Practitioners work in partnership with parents and colleagues to achieve a natural progression through the routines of each day. Teaching is understood not to be a ‘top down’ approach or formal way of working and staff know that children learn through a multiple of skills and opportunities. They understand and take pride in establishing a learning environment which has flexibility to change according to the needs of the children to stimulate and challenge their learning.

Practitioners especially enjoy and enthuse about planning and implementing activities appropriate to their key group ensuring individual developmental needs are considered, challenged and met. Weekly evaluation and observations are recorded for reflective practice, to aid assessment and ensure good knowledge of each child’s development. As a result practitioners are often the first to identify children that may not be making sufficient progress and are quick to ask for confirmation and support of their assessments. Subsequently the involvement of the setting SENCO ensures accurate records and additional observations can be collated should it be applicable that other professional agencies are engaged.

Peer observations on an informal and formal basis are used regularly so that every opportunity is taken for practitioners to enhance their teaching practise and skills. Regular individual 1 to 1 practical training is provided to improve methods for observing children and ensure adult led activities are particularly engaging, motivational and challenging for the children involved.

Parents are recognised and valued as the children’s first educators and are encouraged to share their experiences. Stay and Play sessions, Presentations and Parents Evenings provide a physical involvement to further engage and improve understanding for parents. Daily communication both verbal and written provides evidence of progression and ideas to try at home as well as nutrition, behaviour and welfare.

The ECCERS and ITERS rating scales help to provide assessment of the environment and highlight areas for development. These are used as part of an on going self evaluation process and for practitioners to develop a better understanding of the value of the environment.

## **Personal Development, Behaviour and Welfare**

Children’s work is celebrated by their displays around the setting which allows them to remember and embed their learning journey. Dinosaurs which depict the Characteristics of Learning are a visual tool which helps children understand how they can be a successful learner. Older children perform and entertain their parents and the younger children.

Transition is embraced by the understanding of attachment with a key worker and other practitioners within the setting, building positive relationships and ensuring the settling process quickly provides emotional security. Practitioners understand the need to identify children’s well being and involvement and regularly monitor this using the Leuven scales. Schools consistently provide positive feedback about the transition from Barnies to school and children settle quickly into their new environments. Involvement in the community is encouraged. Visits from parents and schools are fostered.

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Positive behaviour is recognised and encouraged. Guidelines and private discussion is provided for parents experiencing difficulties so that a consistent approach can be agreed and applied. When applicable other professional agencies may be recommended and the setting SENCO engaged.

Practitioners are competent and understand the need to encourage and help children to be healthy. A well balanced menu is provided following guidelines from 'Children's Food Trust. Regular communications with parents about individual routines, portion sizes, dietary requirements etc. are maintained. Changes to appetite or preferences are quickly observed. Physical exercise and the need to be active, access the outside and use opportunities that help keep us healthy are consistently provided as part of the daily routine and extended into adult led activities.

Absence for whatever reason is recorded.

### **Outcomes for Children**

Children consistently achieve at a high progress rate, their starting points, which may be initially provided by their parents or from a previous provision, are quickly identified and recorded. This ensures that on going assessment and planning can be implemented proficiently by the Key Person responsible.

The SENCO can be involved if an assessment prior to starting is considered necessary and/or a home visit arranged. This may be especially appropriate for children that are disabled or have special educational needs.

Statistical analysis is available to evaluate differences between gender, Summer born, EAL, SEN and to identify how the gaps between attainment are closing.

Analysis can also be used to identify gaps in teaching and/or learning across the areas of the EYFS so that planning can be reassessed and amended accordingly.