

Inspection of Barley Wood Nursery

Barley Wood, Long Lane, Bristol BS40 5SA

Inspection date: 28 May 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	Good
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What is it like to attend this early years setting?

The provision is good

Leaders have created a varied curriculum, helping children to gain the fundamental skills they need for future learning. These include independence, confidence and resilience. Younger children relish the surrounding gardens and woodland space as they run freely and kick balls, developing their hand-eye coordination. Babies learn to negotiate their body movements and balance as they climb onto see-saws and walk across stepping stones. Staff support, encourage and praise children, building their confidence and self-esteem. Babies begin to say key words, including 'clap clap' and 'dinosaur'. Staff consistently narrate what they are doing and use repetition well, helping babies to develop their understanding of language. Staff introduce complex vocabulary to older children, such as 'oxygenate' as they safely observe the pond. Children enjoy discussions with staff and demonstrate their curiosity about what is in the pond. For example, children talk about saltwater and freshwater fish, lily pads and why fish stay at the bottom of the pond, telling staff 'because it is cooler'. Children develop a good understanding of two-way communication.

Staff are positive role models for children and have high expectations for children's behaviour. They implement consistent routines and gently remind children of their rules, including 'walking feet'. This helps children to know what is expected of them. Staff explain to children what is happening next and have robust systems in place to support transitions between rooms, helping children to feel valued, safe and secure. Children enjoy playing together and say, 'You are my best friend.' Staff use the 'Zen Den' as a calm space to provide more focused support, helping children with their emotional regulation.

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

- Staff plan activities that they know children will enjoy. For example, babies explore paint, and older children excitedly investigate pretend frogspawn. However, sometimes, staff do not fully consider children's individual next steps and interests when planning activities to enable them to tailor teaching more precisely to what children need to learn next. This means, at times, children lose focus in their learning.
- Staff use robust assessment procedures to monitor children's progress. They use daily discussions, monthly meetings and visit other settings that children attend, supporting continuity in children's learning. This helps staff to identify robust next steps for children. However, staff do not always use this information to provide consistent challenge, particularly for older children. At times, children are not fully engaged in purposeful activities that maximise their progress.
- Children develop their early mathematics skills from a young age. Babies enjoy number rhymes, and staff use their fingers to represent numbers. Babies copy

and hold up their fingers as they begin to make connections. Older children use language such as 'long' and 'short' when measuring spaghetti worms. Children begin to develop their understanding of different mathematical concepts.

- Children follow meaningful routines that promote their health and hygiene effectively. Staff encourage children to wash and dry their hands before enjoying their nutritious meals. Children develop their independence when practising their self-care skills, such as pouring their own drinks and serving their own food. Children have daily opportunities to enjoy fresh air and exercise, supporting their physical health.
- Leaders and staff provide children with a range of experiences that develop their knowledge of the local community. For example, children join in with local lantern parades and picnics. Children learn about diversity and culture as they explore various foods from other countries. Parents have recently helped to revamp the baby garden, showing their support for the setting. Leaders and staff create a strong community ethos, helping children develop a sense of togetherness.
- Leaders ensure that staff have opportunities to enhance their professional knowledge. For example, staff have recently completed a special educational needs and/or disabilities (SEND) course. They now have more in-depth knowledge and confidence when implementing support plans for children. Leaders use self-evaluation well, and following a recent incident, have thoroughly reviewed the setting's risk assessments. This helps ensure children's safety, particularly when outside.
- Partnerships with parents are strong. Staff share information about children's experiences and parents feel valued. Leaders and parents regularly use the parent forum to come together and make decisions about the setting, such as how the 'Zen Den' should be utilised. Parents comment on how staff are supportive and generally care about their children and the setting.

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:

- ensure that activities are targeted more precisely to children's individual next steps and interests to help children sustain their focus and attention
- support staff to strengthen their understanding of how to adapt their interactions to continuously challenge and extend children's learning, helping to maximise their progress.

Setting details

Unique reference number	EY489024
Local authority	North Somerset
Inspection number	10404945
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	0 to 4
Total number of places	90
Number of children on roll	159
Name of registered person	Bridgwater Young Men's Christian Association
Registered person unique reference number	RP905002
Telephone number	01934 861282
Date of previous inspection	4 April 2022

Information about this early years setting

Barley Wood Nursery registered in 2015. It is operated by YMCA Dulverton Group. The nursery is situated in the village of Wrington, North Somerset. The setting is open daily, from 7.30am to 6pm, all year round. The provider employs a manager who holds an early years qualification at level 6. She is supported by 25 members of childcare staff. Of these, 11 hold appropriate qualifications at levels 2, 3, 5 and 6. There are currently 14 unqualified members of staff. The setting provides government funded places for childcare.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The manager and deputy 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 observed the quality of teaching and with the manager carried out a joint observation.
- Parents shared their views with the inspector during the inspection.
- The inspector observed the children's activities and staff's teaching, indoors and outdoors.
- The inspector spoke to the children and staff at convenient times and assessed staff's safeguarding knowledge.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector and the management team held a meeting to discuss leadership.

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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