

Barney Bear's Nursery

Inspection report for early years provision

Unique reference number EY376461
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Inspector Jill Nugent

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Barney Bear's Nursery registered in 2008. It operates from a converted house in Chigwell. It is one of two privately owned nurseries and has a sister nursery in Barking. There is a baby room on the first floor and a play room for older children on the ground floor. Access to the nursery is at ground level via a short footpath from the main road. The nursery is open every weekday from 07:30 until 18:30 for 50 weeks a year. Children share access to a secure outdoor play area.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the setting at any one time. Currently there are 26 children on roll within the early years age group. There are nine staff employed to work with the children and all hold an appropriate early years qualification. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

Overall effectiveness of the early years provision

Barney Bear's Nursery offers a welcoming service and promotes children's welfare, ensuring an overall inclusive practice. The nursery's documentation is generally well organised, although procedures for the monitoring and evaluation of the provision are not yet fully in place. Children are offered a variety of learning experiences and enjoy their play. However, the educational programme lacks structure and consequently does not challenge and extend children effectively in their learning.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the use of self-evaluation in order to identify the strengths and weaknesses of the provision and highlight areas for continuing improvement
- develop the systems for observation and planning to ensure that children's individual learning needs are met effectively
- organise an enabling environment in which children can make independent choices and staff interact effectively to promote, challenge and extend children's learning
- ensure that the procedure for the emergency evacuation of the premises is clear and that evacuation drills are clearly recorded in a fire log.

The leadership and management of the early years provision

The nursery has all the necessary policies in place and their records are generally well maintained. There are sound induction and appraisal systems in place for staff and they are encouraged to develop their knowledge and understanding of

childcare through taking up training opportunities. Children's playrooms are bright and spacious with a selection of resources on offer. The manager has displayed useful daily routines for staff and monitors their practice in the rooms so that they are fully aware of their responsibilities. However, staff do not use the available play space to good effect by offering a wide range of interesting activities throughout the day, thereby creating a stimulating and enabling learning environment for children. The manager has not yet introduced a system of self-evaluation to help all staff reflect on their practice and work together to highlight areas for further improvement.

There are appropriate procedures in place to ensure the safeguarding of children and all staff in the setting are vetted. Staff know what to do if they have any concerns about children and can access the required documentation if necessary. They liaise closely with parents and carers and consequently develop a useful working partnership. Parents receive information about the care aspects of the nursery and the six areas of learning included within the Early Years Foundation Stage. Staff request details about children's individual needs so that they can offer appropriate care. Children's well-being is prioritised during the day and this helps new children to settle into the nursery. There is information available about the planned activities and parents are invited to twice-yearly consultations to talk about aspects of their child's learning and development, encouraging them to be involved.

The quality and standards of the early years provision

Children enjoy a range of play activities, although at times they are restricted in their choices due to the ineffective organisation of the learning environment. They like to explore in different ways, for example, using mark-making tools, playdough and table-top games. Children are supported as they take part in play activities but staff tend to direct their play rather than interacting to promote learning and extend their skills. Babies have fun playing with a variety of attractive toys and become aware of their senses as they explore different materials such as cooked spaghetti. Children develop close relationships with each other and play with others happily. Staff act as good role models in encouraging a positive attitude amongst children so that they learn to behave responsibly. They are aware of children's differing needs, for example, they organise singing and story times but allow younger ones to wander away and amuse themselves if they wish.

Staff plan a variety of learning experiences within the six learning areas so as to offer a balance of activities. However, their planning is not always kept up-to-date and consequently the day lacks structure and children become unsettled. The times of day allocated to free choice provide a more relaxed atmosphere when children follow up their own interests, for example, in imaginary or water play. In planned activities children are encouraged to develop an awareness of the sounds and shapes of letters of the alphabet, use numbers and construct models. They find out about the natural environment and take part in creative activities, for example, printing, cooking and painting. Staff make useful observations of children's participation and record their observations alongside illustrative photographs of the children. However, they do not link their observations to the

stages of development within the Early Years Foundation Stage so that they can work out children's next steps and plan effectively around their individual learning needs.

Staff promote children's welfare well, particularly with regard to health and safety issues. Regular risk assessments of the premises are carried out and actions taken to minimise any risks to children. Staff ensure that risks are also minimised when taking children on walks in the local area, always maintaining appropriate ratios of adults to children. Staff supervise children closely when moving around the nursery building and remind them about attention to personal safety. There is an evacuation plan in place in case of an emergency, although this is not sufficiently clear and evacuation drills are not recorded clearly in the fire log. Staff implement appropriate procedures regarding hygiene, diet and medication. Children enjoy healthy meals and all adults are made aware of any special dietary needs amongst the children. They enjoy the social aspect of meal times when staff sit and talk with them as they eat.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.