

# Barney Bears Nursery

Inspection report for early years provision

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**Unique reference number** EY281440  
**Inspection date** 22/06/2009  
**Inspector** Sandra Daniels

**Setting address** 60 Upney Lane, Barking, Essex, IG11 9LP

**Telephone number** 020 8594 3366

**Email**

**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 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 Bears Nursery is a privately owned business, run by two partners. It opened in 2004 and operates from four rooms in a converted house. It is situated in a residential area in Barking. A maximum of 28 children may attend the nursery at any one time. It is open each weekday from 07.30 to 18.30 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 39 children aged under five years on roll. Children mostly come from the local area, but some come from a wider catchment area. The nursery supports a small number of children with learning difficulties and/or disabilities and several children who speak English as an additional language. The nursery employs ten members of staff to work with the children. All of the staff, including the managers, hold appropriate early years qualifications. Barney Bears Nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. The owners' clear ethos for the nursery and staff's implementation of this results in a calm and stimulating atmosphere, where children are valued, included and able to fully participate in all activities, at their own pace. Space is creatively planned and organised, encouraging children's interest, independence and investigation. The partnership with parents, carers and other agencies is effective, ensuring good communication and results in children's needs being met. There is a clear commitment to ongoing improvement amongst the whole staff team, who are focussed on improving outcomes for children.

## What steps need to be taken to improve provision further?

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

- give daily opportunities for children to share and enjoy a wide range of fiction and non-fiction books, rhymes, poetry and stories
- ensure that observations are effectively analysed so that they highlight children's achievements or their need for further support.

## The leadership and management of the early years provision

Secure safeguarding procedures ensure children's safety is prioritised at all times. A comprehensive policy is shared with parents and practitioners understand the correct procedures to follow should they have concerns for a child's welfare or safety. A well organised, safe and secure environment enables children to explore independently under high levels of supervision. Thorough risk assessments and daily health and safety checks further contribute to children's safety. This is also enhanced by the clear procedures followed for the recruitment of staff and determining their ongoing suitability. Staff receive positive support from

management to attend regular training to update their own skills and knowledge to benefit the children.

Written policies and procedures, records and documentation are used well to support the individual care and learning needs of each child. Staff liaise positively with parents to ensure that relevant knowledge about individual needs and requirements are exchanged. Parents' views and family needs are recognised, valued and built on. For example, parents complete regular questionnaires and are actively invited to share their ideas and suggestions. The setting also works with other professionals to support the development and progress of children. Systems for self-evaluation have been established which identify the setting's key strengths and what they do well. These are effectively evaluated to ensure that the setting continues to maintain their good practice and identify key areas for further development. All staff, children and parents are encouraged to contribute to this process in meaningful ways.

## **The quality and standards of the early years provision**

Children are provided with a stimulating and welcoming environment in which they are learning to be independent and active learners. There is a high level of adult support providing a broad range of planned, purposeful play and exploration. Staff work hard to ensure a balance of adult-led activities and play that the children choose for themselves. Children are confident and happy in the nursery environment and quickly settle into the daily routines. They have frequent and regular opportunities to play outdoors where they enjoy fresh air and exercise. The garden includes a large covered area, meaning children can choose to play outside in all weathers. Staff skilfully provide lots of learning opportunities for children outside. For example, children dig and plant seeds, play with sand and water and engage in role play of their choice to develop their imaginations. Staff frequently take children out in the community, for example, to the library or to look at or ride on public transport related to the topic at the time. Children have good opportunities to initiate their own play and demonstrate positive attitudes towards learning. Children have excellent opportunities to explore and experiment because staff fully appreciate that children learn best through real life and meaningful experiences. Staff undertake regular observations and assessments of the children's progress and performance, although these are not always effectively analysed. Children's individual interests are noted and this information is used to inform planning for the future. By providing a focus for activities and tasks and taking account of children's interests, the staff ensure all children are developing and progressing very well within the programmes set out in the Early Years Foundation Stage framework.

Children learn about keeping themselves safe through continuous reinforcement by staff. Their health is very well promoted and they follow good hygiene routines from an early age. Snacks and meals provided are balanced and healthy. Children's behaviour is excellent and staff are very good role models. Practitioners regularly use praise and encouragement, and children begin to understand the consequences of their actions.

## 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

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

### Leadership and management

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

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
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?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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## **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