

# Barnett Bears Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY380296
<b>Inspection date</b>	02/04/2009
<b>Inspector</b>	Jenny Howell
<b>Setting address</b>	Dewlands, BASILDON, Essex, SS14 2BE
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<b>Email</b>	
<b>Type of setting</b>	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**

Barnett Bears Nursery opened in their new premises in 2009. It is situated close to the town centre in Basildon, Essex. It operates from two play areas and a community room. The premises are accessed via a slope and have disabled toilet facilities. The nursery is open each weekday from 08.00 to 18.00 for 50 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years, compulsory and voluntary parts of the Childcare Register. A maximum of 32 children may attend the nursery at any one time. There are currently 41 children on roll. The nursery supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The nursery employs five members of staff. All hold appropriate early years qualifications. The nursery receives support from the local authority and the Pre School Learning Alliance.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. The needs of all children are met highly effectively as staff recognise the uniqueness of each child. All children are well supported, with an effective key person system in place. A good range of structured and informal play opportunities are provided to help children make good progress in their learning and development. Good partnerships are established with parents in order to ensure good quality care and to support a regular exchange of all relevant information. A self-evaluation procedure is in place and this supports staff in planning for improvement and reflecting on their practice.

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

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

- review the organisation of daily routines in order to maximise children's play and learning experiences
- establish and maintain a regular two-way flow of information between providers of the EYFS when children also attend other settings.

## **The leadership and management of the early years provision**

The effective maintenance of all the required policies, procedures and records contributes to the safe and efficient management of the setting. Daily records such as the register are up to date and accurate, and are shared with parents where appropriate. For example, the accident log. All staff working with children are suitable to do so as they have appropriate levels of qualification and experience and have undergone checks through the Criminal Records Bureau.

Staff work extremely well together as a team to ensure that all children continue to receive a high level of care throughout the day. Good use is made of space and resources to provide children with a variety of play and learning opportunities. Staff are able to reflect on their practice through a process of self-evaluation and this is effective in supporting continuous development and ensuring the setting provides high quality care and education.

Staff are aware when children also attend other settings, however, formal links are not yet in place with other providers of the EYFS to ensure that all relevant information on development and welfare is exchanged on a regular basis.

Effective risk assessments are carried out to ensure that children are cared for in a safe and secure environment. Action is taken to manage risks and children learn about how to keep themselves safe. Inclusive practice is fully embedded into all areas of the setting. Staff work very closely with parents to develop an excellent understanding of the needs of each child. Activities, resources and routines are adapted to ensure that they support all children in feeling a valued and fully included member of the setting. Children's similarities and differences are discussed and embraced, helping to promote positive attitudes towards diversity.

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

Adults are highly effective in supporting learning. They are enthusiastic about working with children and are fully committed to helping every children make good progress in their learning and development. A good balance of adult-led and child-led activities supports children in becoming active learners, with children free to chose the activities and resources which interest them. Good use is made of the outdoor environment to provide a free-flow of play, learning and exercise opportunities. The daily routine helps to ensure that children have their welfare needs met, for example, by having snack and a drink, however, the organisation of these routines does not always make optimal use of the time available to children for play, learn and explore.

Planning for individuals is highly effective. Each child's key person makes excellent use of information from sensitive observations and assessments of what children can do in order to track their progress and provide learning opportunities which will support them in taking their next steps. Individual education plans are in place for children who have additional learning or development needs. These are developed in full collaboration with parents and take into account advice from other professionals working with children.

Children enjoy a wide range of activities which help them to make good progress in all areas of learning. They have good opportunities to develop social skills as they chat together at snack time and talk to adults about significant events at home. Children learn to become independent as they manage their own hygiene routines and collect the cutlery they will need at meal times. Children enjoy reading books, alone and with an adult and good use of the resources from story sacks helps the enhance children's enjoyment and understanding of stories and

fairy tales. Children develop a good knowledge of shapes and colours through everyday routines as well as focused activities and games. Good opportunities are provided for children to learn about the world around them as they plant flowers and vegetables, try foods from different countries and learn about cultures around the world with the support of parents knowledge and expertise. Children are able to express themselves through art, music and movement, with daily opportunities to explore colour, texture, pattern and sound.

Children's safety and welfare are very successfully promoted. Staff have a very good appreciation of their duty to put the needs of children first and have a good understanding of child protection procedures. Children learn how to keep themselves safe through activities such as fire evacuation practises and road-safety activities. Children's good health is very well promoted as staff follow simple and effective routines, for example when preparing food or changing nappies. Children learn to make healthy choices as they enjoy very healthy and nutritious snacks and meals which are freshly prepared on site. Good use is made of both indoor and outdoor space for children to exercise as well as to develop specific physical skills such as jumping or kicking a ball. Good opportunities to lead their own play help children to develop good learning habits as they concentrate for increasing amounts of time and ask questions which help them to extend their learning and make sense of the world around them.

## 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?	1
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?	1
How well are children helped to be healthy?	1
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

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](http://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.