



## **Barney Bears Nursery**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY281440
<b>Inspection date</b>	17 January 2006
<b>Inspector</b>	Jill Dawn Butler
<b>Setting Address</b>	60 Upney Lane, Barking, Essex, IG11 9LP
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<b>Registered person</b>	Barney Bears
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

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 43 children aged from 3 months to under 5 years on roll. Of

these, seven children receive funding for nursery education. Children mostly come from the local area, but some come from a wider catchment area.

The nursery supports no children with special educational needs currently. It supports three children who speak English as an additional language.

The nursery employs eleven staff to work with the children. All of the staff, including the managers, hold appropriate early years qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are developing a good understanding of how to follow personal hygiene routines, for example, they know to wash their hands after using the toilet, and before snack and meal times. Children are well protected from infection by practitioners consistently promoting good hygiene practices. Babies drink from sterilised cups and bottles, and their nappies are changed and disposed of in a suitably hygienic manner. Children eat their snacks and meals on tables which are wiped and disinfected beforehand. However, their play is restricted for a period after lunchtime, as the areas used are not sufficiently promptly cleaned afterwards. Children have separate flannels for face washing, and they all brush their teeth after eating lunch with their own labelled toothbrush, which promotes their good oral hygiene.

Children's good health is promoted by the implementation of appropriate sickness and medication policies. Accident and incident records are completed, with parent's signatures, and confidentiality maintained. Children can expect to be treated appropriately in an emergency situation, with first aid boxes on each floor, and several practitioners with first aid qualifications on the premises at any one time.

The youngest babies have their individual sleep needs well met. There are separate cots for babies, and good visibility is maintained, with sleep charts kept for parents to view. Children are gently settled to sleep on sleeping mats, although the comfort of some children is not fully ensured when the sheets do not fit properly.

Music is played in each of the rooms, which contributes towards creating a fun and light atmosphere within which children can feel happy and emotionally secure. Children receive close, individual attention, with their individual needs assessed and met, through good deployment of practitioners and an effective key worker system. Handovers from parents are handled competently, and most children happily settle.

Children engage in a good range of physical activities. All children routinely use the outdoors area at least twice a day. Here, they run, kick and throw balls, and use a range of wheeled vehicles including tricycles and cars.

Children benefit from the provision of a healthy range of food options. Children eat a diet which is balanced, varied and nutritious. A vegetarian option is always provided, and the needs of children with special dietary requirements are effectively catered

for. Children eat a range of fruit each day. Menu's are displayed, and information about what each child ate is effectively communicated to parents each day. Children enjoyed a previous nursery topic which enhanced their knowledge and understanding of healthy eating. They bought food from the local market to prepare, and participated in food tasting activities. Babies join with the older children to have lunch together, and practitioners sit with small groups of children at mealtimes, which provides opportunities for sociability and conversation.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Effective health and safety risk assessment procedures ensure children's safety within the premises. The lobby and landing areas are kept free from obstruction and hazards which promotes children's safety when moving around the building and there are two levels of handrails on the staircases, so that children can safely hold on to the lower one. Vision panels in doors aid visibility for monitoring that children are kept safe. When outdoors, children play on a soft surface, which helps ensure their safety as they participate in physical activities and they are kept secure as a result of the robust high fencing and gates.

Children develop understanding of how to keep themselves safe and are successfully able to negotiate their movements within rooms and around furniture and equipment. Children are well supported as they discover boundary limits, and they learn about safety rules in a clear and consistent manner, for example, why it is necessary to walk and not to run. Their risk of accidental injury is minimised by practitioners diligently supervising children, both indoors and outdoors. Effective use of space allows children to work at tables, enjoy role play and creative activities, and move around freely. Children can gain easy access to the play and learning resources which are stored in robust low level storage boxes. In the babies' room, floor cushions and mats contribute towards providing a safe environment for babies who are crawling, and emerging walkers. However, babies sleeping in their cots are not sufficiently protected from other babies wandering over to them and touching them.

Children are well protected in the event of a fire. Fire drills are regularly undertaken, which are recorded and evaluated, and there is appropriate signage and fire fighting equipment around the premises.

Children are well protected as a result of practitioners having a clear understanding of their roles and responsibilities with regard to child protection, and know how to implement relevant procedures. All staff are vetted. There is an appropriate collection of children procedure, with a password system implemented. There is a secure entry system, with all movements of any visitors monitored and recorded. There is a CCTV in operation in the office, which the manager utilises to monitor activity.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children's play and learning experiences are well planned and informed by regular observations by practitioners on individual children. Forward planning is flexible, and incorporates children's choices. Babies and children under three years old engage in age appropriate activities, which are planned and evaluated by practitioners within the Birth to three matters framework. These children engage in creative arts and crafts, construction, role play, and exploration and discovery, through, for example, seeing what happens when ice melts. Babies learn to become skilful communicators as they make sense of a range of sounds and experiences, and learn to make meaning with supportive practitioners, who maintain close physical proximity. Their attempts to converse are effectively interpreted, responded to and valued. Recordings are routinely shared with parents, and summarised into developmental reports, which are produced on a regular basis, which promotes continuity and consistency with what happens at home.

Both group rooms have separate creative rooms, where children can participate in a range of arts and crafts, sand and water play, and overall, children play with a broad and varied range of interesting play and learning resources. Children are confident in the routine. They readily help when it is "tidy up time", and prepare well for trips to the garden and meal and snack times.

#### Nursery Education

The quality of teaching and learning is satisfactory. Most practitioners make good use of planned and routine activities to extend children's learning, for example, effective questioning techniques to stimulate thought during circle time discussions, and when children are participating in activities. Practitioners have knowledge of the foundation stage curriculum, and plan and evaluate activities within the framework of the early learning goals. Children are allowed to learn at their own pace. There are high expectations for children's behaviour. Children experience focussed activities within mixed ability key groups, however, there are inconsistencies in the way that practitioners challenge the older children and extend their learning within these small group activity sessions.

Most children show satisfactory levels of concentration. Children learn to share and negotiate, as well as support each other in their activities, for example, they develop ideas with each other when role playing a doctors' surgery and hairdressing salon. Children demonstrate their independence as they take themselves to the toilet, and wash their own hands. They enjoy setting the table at mealtimes and can use eating utensils well. Children learn about a range of cultural traditions, which enables them to learn about, and value, different beliefs and ways of life.

Children confidently contribute to discussion at mealtime and when participating in activities. Children are asked questions to extend their thinking, for example, what to wear when it's cold. Children are encouraged to link sounds and letters with, for example, the letter "c" being currently reinforced in various activities and during group discussions. Children enjoy looking at books. A book of the week is selected, so they become familiar with a particular story, and children undertake book reviews, which encourages them to think about what they like about a particular story. Children can recognize their own and other's names in written form. Children enjoy mark marking. Writing for different purposes is normally presented as part of role play activities, with

diaries and message pads available for children to make use of.

Children count how many legs the hungry caterpillar has, and what the date is today during circle time. However, opportunities for counting and calculation are not routinely presented during sessions with concepts such as "how many does that leave" and "how many does that make" not sufficiently explored. Children learn about shapes, and some children are able to recognize circles, squares and triangles. Children are encouraged to notice shapes during snack time, and recognize the shape of their sandwich and the cucumber.

Children go on regular outings to the park and explore and investigate outdoors. Children are able to gain routine access to sand and water, and explore, for example, what happens when you pour water into different shaped containers. Children's opportunities for investigation and exploration are enhanced by a good range of science resources. They use magnifying glasses to zoom their vision into areas on the globe when they look at where different animals live. Children enjoy looking at where kangaroos, dolphins, hyenas, elephants, pandas and turtles live. Children have participated in survey activities in the past, for example, examining cars that pass by. Children are able to construct using a range of materials, including wooden and magnetic blocks, and real tools. They have limited access to information and communication technology. There is no computer available, and children do not routinely use tape players or other electronic, programmable resources. Children are encouraged to discuss what they did at the weekend, and are looking at seasons through topic work. At circle time they identify the day of the week. Children learn about the local community and area, by going on regular outings to the library, shops, and the market. Parents are invited to come to major outing events and they are invited to share aspects of their religious and cultural traditions.

When outdoors children can run, kick and throw balls, and use a range of wheeled vehicles. Children enjoy playing with the newly acquired parachute. Here they run underneath, and work co-operatively to keep items balanced on the parachute. Children learn about the importance of doing up their coats, and wearing their hats and gloves to keep them warm. When role playing the doctor's surgery, they use the stethoscope and make heart beat noises when they place it on their chest. Children handle objects such as scissors, paint brushes, glue spreaders and playdough resources confidently. They complete puzzles independently and show good hand/eye co-ordination.

Children enjoy using the good range of media and materials located in the designated craft room. They paint using colours to depict a winter scene of coldness by using blue and white paint. They explore the range of objects in the water, which are of differing dimensions. Children enjoy singing familiar songs, and making music together. They enjoy participating in associated movements, for example, when they sing "Here we go round the Mulberry Bush". They are able to use their imagination in the changing role play areas, and develop a scenario around an emergency at the doctor's surgery. Children express if they are feeling sad or tired.

## **Helping children make a positive contribution**

The provision is good.

Children's individual needs and their cultural, religious and linguistic backgrounds are known and met, which contributes to them feeling valued and affirmed. Those children who attend with English as an additional language are helped to communicate as practitioners learn words of the child's first language. Children learn about themselves and the wider society as they celebrate and acknowledge a range of festivals and religious events through the year, for example, most recently Divali and the Chinese New Year. Access to the good range of play and learning resources enhances their knowledge and understanding, with positive images of diversity represented in books, puzzles, and role play resources, including dolls, play people and dressing up clothes. Children, however, have fewer opportunities to develop their understanding about people and children with disabilities. Girls and boys fully participate in all activities and they play well together, for example, when role playing being in a hairdressing salon. Overall, this positive approach fosters children's social, moral, spiritual and cultural development.

Children are generally well behaved, and are quickly comforted when distressed. Practitioners act as positive role models and children learn to understand right and wrong through consistent boundaries, praise and age appropriate management of behaviour. Children feel their needs are respected, and develop self confidence. Close physical proximity is maintained with children. They begin to learn to share and take turns. Children enjoy tidy up times as they happily sing a familiar tidy up song. They are encouraged to greet and say goodbye, which helps them to develop secure and trusting relationships. Children form good relationships with each other, and older children are encouraged to assist younger children. Children are familiar with the golden rules for good behaviour which have been developed, and which are consistently reinforced by practitioners.

Children receive affirmation of their personal achievements during the day at afternoon circle time. Children enjoy the reward of receiving stars, which, when they have accumulated enough, leads to them becoming a special helper and, ultimately, taking Barney Bear home. However, during this circle time some children are reminded of having received warnings during the day for unwanted behaviour, which undermines this positive approach and makes some children feel anxious and upset.

The partnerships with parents of children who receive nursery education are good. Effective communication is maintained through a range of methods, which promotes children receiving continuity and consistency in their care. Parents are encouraged to look at their child's progress folders, which contains their profiles and six monthly review reports. Parents' evenings are organised once every six months, when parents speak in depth to their child's keyworker. Parents receive a handbook containing policies and procedures when their child starts at nursery. Good settling procedures are implemented, and parents are encouraged to telephone at any time to receive a report on their child's well being. There is a parents' noticeboard in the lobby which displays current information, and policies and procedures are available in this location. A daily diary is displayed for parents to read a summary of what happened at nursery each day. A suggestions pocket is available for parents to state their comments, with a formal parent evaluation exercise taking place every six months, when parents are asked to complete a questionnaire. Parents receive

monthly newsletters. Nappy and sleeping charts are kept, and all relevant information is shared verbally with parents when they come to collect their child.

## **Organisation**

The organisation is good.

The strong management partnership implement effective and well organised systems to promote the smooth running of the nursery. One manager has responsibility for day to day operations and is room based. The other manager is supernumerary and office based, although provides cover if required in group rooms. She involves herself in more strategic matters. Both managers have appropriate qualifications and experience. They continually monitor and evaluate policy and practice at the nursery and are keen to implement beneficial developments. The deputy is room based, and also has appropriate qualifications and experience. Regulations and conditions of registration are known and adhered to. Detailed policies and procedures are accessible to ensure practitioners implement them and parents become fully aware of them. The performance of practitioners is monitored and reviewed, and they receive supervision sessions and annual performance appraisals.

The leadership and management of the nursery education are satisfactory. Practitioners have knowledge of the foundation stage curriculum, although the presentation of the curriculum is not consistently applied by all practitioners, leading to some older children not always being sufficiently challenged. Planning of the curriculum and assessment records have regard to individual children's progress towards the early learning goals.

Children are cared for in a well organised environment. Children are grouped appropriately, and practitioners are deployed effectively. Designated roles are allocated appropriately, and all practitioners are allocated areas of responsibility and encouraged to play an active role in the nursery. Good staff to children ratios are in place in the group rooms, which enables children to receive individual attention at times. All practitioners are vetted and have at least a level 2 qualification in childcare. Room leaders in each room are appropriately qualified to level 3, and have relevant experience. There is good commitment to staff training. The managers are diligent in forward planning to cover any absences, and can call upon familiar practitioners, which promotes consistency and security for the children. Effective induction and probationary arrangements are in place.

Comprehensive record keeping takes place. Parents receive a starters pack, which includes all relevant information and consents to sign. All records are stored in a manner to protect confidentiality. Accident and incident records are kept. The office contains locked cabinets to store confidential information. All information is well organised and easily retrievable. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

Not applicable.



## **Complaints since the last inspection**

Since April 2004 Ofsted has received one complaint relating to National Standard 11: Behaviour, and National Standard 12: Working in partnership with parents and carers. The complaint related to a specific incident which alleged inappropriate management of children's behaviour by a staff member. An Ofsted childcare inspector carried out an unannounced visit, and found that the registered provider was undertaking a satisfactory internal investigation of the incident, with suitable actions being implemented. A recommendation was raised to ensure all staff have adequate behaviour management training. The provider remains qualified for 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.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure children can resume play activities in a clean and hygienic environment after lunchtime has finished
- ensure babies are safe and secure when sleeping in their cots

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop consistency in the challenges set for children to extend their learning
- provide additional routine opportunities to develop children's skills in counting and calculation
- develop children's knowledge and skills in the uses of everyday technology

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)