

# Barney Bears Nursery Ltd

Inspection report for early years provision

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**Unique reference number** EY438992  
**Inspection date** 29/05/2012  
**Inspector** Lynn Wordsworth

**Setting address** Memorial Park, Memorial, Westham, E15 3DB

**Telephone number** 02074 767500  
**Email** barneysbears@btconnect.com  
**Type of setting** Childcare - Non-Domestic

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## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Barney Bears Nursery Limited registered in 2011. The nursery operates from Grassroots centre and is situated in Westham in the London Borough of Newham. All children share access to playrooms and secure enclosed outdoor play areas. The nursery is open each weekday from 7.30am to 6.30pm, 50 weeks of the year. The nursery is registered on the Early Years Register to care for a maximum of 38 children at any one time. There are currently 24 children on roll within the early years age range and they attend different times of the week. The nursery is in receipt of funding for the provision of free early education to children aged three and four. The setting is also registered on the voluntary part of the Childcare Register. The setting currently supports children with English as an additional language. There are nine members of staff, all of whom hold appropriate early years professional qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Barney Bears Nursery offers an exciting, inclusive learning experience for children. Children make good progress in learning and development because the staff are aware of the uniqueness of each child. Parents are well informed about their children's learning providing a shared approach. Physical resources in the garden area are less well organised. This is a minor weakness. The manager has effective systems of self-evaluation and a clear vision to ensure her provision develops continuously.

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

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

- organise a wider range of physical activities in the garden so that children can further challenge their physical skills
- organise lunchtimes so that children can further develop their self-independence by serving their own foods.

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

The management team have their documentation very well organised in line with the Early Years Foundation Stage. This helps management promote a high quality nursery. Robust measures are in place to safeguard and promote the welfare of children. For example, staff have a secure understanding of child protection procedures and are fully aware of whom to report any concerns. All staff are vetted to ensure they are suitable to be working with children. Staff conduct

detailed risk assessments in all areas of the nursery and outings, which ensure all hazards, are identified and minimised. The good health and well-being of children is promoted and effective steps to prevent the spread of infection are monitored. Comprehensive inclusive policies, such as, complaints and equal opportunities, are shared with staff and parents to further safeguard children.

Staff arrange good quality resources throughout all the play rooms so that children can have a choice of play. The vast majority of resources and activities are exciting, diverse and suitable for the age and stage of the children's development. However, resources to further extend and challenge children's physical development in the garden are less well organised. Suitably qualified staff are well deployed to support children and extend their play.

All staff actively promote equality and diversity. Children who speak English as an additional language are supported well by bilingual staff. In addition, staff gather words in the children's home language to help them settle and update their understanding of different cultures. An effective complaints procedure is in place and shared with staff and parents. The management team have a clear strong vision for the nursery, they clearly know the children's strengths and areas to make improvements. They are supporting staff to write precise observation notes and parents comments are feedback into the evaluation of the nursery. The manager is consistently communicating high expectations to staff to further secure high outcomes for children.

Partnerships are satisfactory. Links with other providers and external services are developing. This helps to support children in their learning and during the transition to primary school. Parents have good opportunities to be involved in their children's learning and they are made to feel welcome. Daily discussions are always held and they attend parent evenings to review their children's learning journey's. Parents also support the nursery by joining in with celebration day's, such as, cake day and mother's day. During the inspection the parents expressed many positive comments about the caring staff and level of care they receive.

## **The quality and standards of the early years provision and outcomes for children**

Children enjoy a wide variety of indoor and outdoor play, which support their learning and development well. Good observations and assessments of children's learning, help staff to identify areas of development to meet the children's individual needs. Parents are involved in the process, completing settling-in reports to inform the staff of children's previous learning experiences. The management team are working hard to ensure that all planning is of a high quality and focussed around children so they are suitably challenged. Children clearly demonstrate their enthusiasm for play, eagerly exploring the many different experiences. They work alongside their friends making salt dough, adding different qualities of ingredients. Talking about the changes in texture and learning new words, such as 'cold and squashy'. Children have opportunities to develop their creative skills, as they

design hats. Staff extend the children's learning further by encouraging them to talk imaginatively. Children enjoy their time in the garden, sitting in a cosy area looking at books and they enjoy listening to staff read to them. They develop their problem solving skills as they work out how to fix together train tracks. The children notice an insect and confidently touch it; the staff support them by talking about its characteristics. This is further extended by staff as they encourage children to investigate the many characteristics of insects through an x-ray. Children enjoy their time in the garden area; they kick balls, jumping over ropes and have space to run. They also play on the recreational equipment at the local park. Although children have good opportunities to play outside, resources to fully challenge their physical skills are less well organised. Children talk animatedly about a range of subjects, such as, bubbles floating in the air and shapes they look through. Children learn about the lifecycle from first-hand enriching experiences. For example, watching cocoons change into butterflies and chicks hatch from eggs.

Children are safe with the nursery staff; they are vigilant and take effective safety measures to keep children from harm, when travelling by train and bus, visiting many places of interest in the community. Children's health and dietary requirements are met well. They enjoy healthy nutritious snacks and meals prepared by the cook. They have a good hand washing routine and dry their hands hygienically. Children sit together whilst eating their lunch; this creates a social time for them to sit with friends and talk. However, there is less opportunity for children to further develop their independent skills by serving their own foods. Children's show positive sign's of negotiation and resolve small disagreements together. Children learn about the diverse world in which they live by celebrating festivals, tasting foods and visiting places of worship.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

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

Met