

Barney Bears Nursery Ltd

Memorial Park, Memorial, Westham, E15 3DB

Inspection date

17/02/2014

Previous inspection date

29/05/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend

2

The contribution of the early years provision to the well-being of children

2

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

2

The quality and standards of the early years provision

This provision is good

- Babies and children form strong bonds and emotional attachments with their key persons, which help them gain a positive sense of well-being and belonging.
- Resources are easily accessible in all rooms for children to direct their own learning. There are excellent opportunities for children to develop their physical skills in the well-equipped outdoor area.
- Security and safeguarding children are of paramount importance to the nursery. The managers are secure in their knowledge of the correct procedures to follow in the event of an accident or incident.
- Partnerships with parents and external agencies are a key strength and highly effective in making sure that appropriate interventions are secured and all children receive the support they need.

It is not yet outstanding because

- Children do not always have access to resources that promote learning in all areas of technology.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all areas of the nursery.
- The inspector spoke with the owner, members of the management team, staff and children.
- The inspector took account of parents' views by speaking with them on the day.
- The inspector carried out joint observations with the manager and deputy manager.
- The inspector sampled policies and procedures, staff suitability records, risk assessments, children's development records and other relevant documentation.

Inspector

Jenny Forbes

Full report

Information about the setting

Barney Bears Nursery registered in 2011. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of four nurseries owned by a limited company. The nursery operates from Grassroots Children's Centre which is situated in a park in West Ham within the London Borough of Newham. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 13 members of childcare staff, 11 of whom hold appropriate early years qualifications, including one with Qualified Teacher Status. The nursery opens Monday to Friday, from 7.30am to 6.30pm, 51 weeks of the year. Children attend for a variety of sessions.

There are currently 50 children attending who are in the early years age group. The nursery provides funded early education for children aged two, three and four years. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support children's understanding of the world by providing a full range of resources to promote learning in all areas of technology.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff demonstrate a good knowledge of the seven areas of learning and know how children learn through play. They provide a wide variety of activities and experiences to help children make good progress in their learning and development. Children's key persons regularly observe and assess them in order to accurately identify, and plan for the next steps in their learning. Planning is consistent throughout the nursery and staff incorporate children's interests into planned activities to extend their learning and provide challenge. Parents are fully involved in their children's learning and development as they provide information to help staff identify individual children's starting points on entry to the nursery. Staff involve parents in the progress check at age two, which also feeds into individual children's planning. Staff ensure that parents are kept well informed about their children's progress to help them to continue supporting their children's learning at home. There is a good balance between child-initiated and adult-led activities and experiences and children benefit from a diverse variety of learning resources. However, resources to

extend children's understanding of technology are not extensive.

Babies' and children's physical development is encouraged in the well-resourced outdoor play area as they chase around with their friends and play on the garden apparatus. Toddlers are tenderly supported as they struggle to balance the toys they stack, trying not to let them fall. Babies enjoy the social experience of sitting in a circle with their friends. They select soft toy animals from a bag and sing about the noises they make on a farm. Children develop skills in communication and language as staff engage them in conversation, ask open-ended questions and encourage them to remember things they do at home. Staff chat to babies constantly, responding to their emerging language, and praising them for every small effort. This sensitive encouragement promotes their personal, social and emotional development well. Children who are learning to speak English as an additional language are very well supported and make good progress. Staff ask parents to provide words and phrases from their home languages to aid communication and language development.

Children enjoy their learning as staff provide exciting activities that spark their curiosity and imagination. For example, staff show children how corn flour mixed with water on a tray can be turned upside down to look like rain falling. Children are excited to try the experiment for themselves and show their delight as they enjoy the sensory feel of the showering mixture on their hands. Older children develop their writing skills outdoors as well as indoors. They practise drawing lines on paper and are encouraged to write the letters of their name. Staff support the development of numeracy in the garden as they count down from five as children get ready to slither down the slide. They draw pictures of family members and count their facial features. Children are well prepared for the next stages in their learning and the move to school as staff help them to practise and develop these skills.

The contribution of the early years provision to the well-being of children

Babies and older children form close and trusting relationships with their key persons and other staff. They feel safe and secure as staff use sensitive methods to help settle children into nursery life. Staff give new children individual attention and support to help them feel at home in the nursery. Babies are cared for well in the nursery. They receive lots of praise and encouragement to try new things. They learn to feed themselves and share toys with their friends. Nursery staff are kind and sensitive to children's individual needs. Babies' nappies are changed frequently, discreetly and hygienically and parents are informed of their personal care routines through regular daily communication. The nursery environment is well-resourced, stimulating and welcoming, both indoors and outdoors.

Children are confident and friendly. They learn to be independent as they manage their own personal care needs. They learn to wash their hands after using the toilet, after play and before eating. The nursery provides a healthy diet for the children and staff discuss with them the food they are eating. They have secure systems in place to ensure the safety of those with medical or dietary needs. Photographs around the nursery ensure that all staff know the dietary needs of individual children. Meals are prepared by children's

centre cooks who also keep records of children's dietary needs to ensure children are safe from allergic reaction. Children learn to keep themselves safe as staff remind them to be careful not to run about with toys or pens. Children behave well in the nursery because staff are consistent in their expectations. They use frequent praise and encouragement to raise children's self-esteem and encourage positive behaviour.

Children's safety is of paramount importance to the managers and staff. Closed circuit television scans the perimeter of the building. External doors are kept locked and visitors need to pass through a reception area before gaining entry to the nursery rooms. Secure systems are in place to ensure that children only leave with their known adults. Children are well supervised as staff interact with children at all times. The management team ensure that adult to child ratios are maintained at all times. Staff work well together as a team and there is a friendly and happy atmosphere throughout the nursery. Regular fire drills are carried out to ensure that all children and adults know what to do should an emergency occur. When the time comes for children to move on to school, staff ensure they understand the social skills of turn taking and sharing. They have high expectations of children to be confident, capable and independent and emotionally ready for the next stage in their learning.

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

Staff have a clear understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff are suitably qualified and are skilled in producing good outcomes for children. All the necessary documentation for the safe and efficient management of the nursery is in place. Staff keep meticulous records of any accidents or incidents that occur and report occurrences promptly to the appropriate authorities. All activities in the nursery are thoroughly risk assessed and notices beside each activity show the extent of the risk identified. This alerts staff to the level of supervision required for the activity which ensures that all children are kept as safe as possible. Safeguarding is effective in the nursery because staff have all undergone appropriate training. There is a clear safeguarding policy, including a policy restricting the use of mobile telephones and cameras, to ensure children are protected. All staff have a secure understanding of safeguarding procedures and know what to do if they have concerns about a child's well-being.

Recruitment procedures are extremely robust and all prospective staff are screened prior to, and during, the interviewing process. New staff receive a full and rigorous induction and are supervised throughout their probationary period. All adults working with children are subject to appropriate background checks to ensure that they are suitable to work with children. Effective monitoring of the educational programmes and successful tracking of individual children's development enables staff to identify any gaps in their learning, and to seek appropriate intervention and professional advice. The management team effectively observe staff and appraise their professional development. Staff observations and tests take place regularly and they receive detailed feedback to enhance their practice. This results in a strong motivated staff team, who are committed to providing

high quality educational programmes for all children. Staff are supported to seek regular training to ensure their knowledge is up to date.

Self-evaluation of the nursery is effective because parents, staff and children are encouraged to voice their views regularly. Parents can make their views known through parent questionnaires, feedback forms and daily conversation. The management team demonstrates a clear drive for improvement and has secure plans in place for the continued development of the nursery environment.

Recommendations from previous inspections have been addressed. The manager welcomes all feedback and quickly responds by making the improvements suggested. Partnerships with parents and other professionals are strong. Parents speak highly of the staff and say their children enjoy their time at nursery and are making good progress. Some parents have more than one child attending and say they recommend it to others. They comment on the friendliness and helpfulness of the staff. They think the structure and routines of the nursery prepare children well for the next stage of their learning and school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY438992
Local authority	Newham
Inspection number	954552
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	50
Name of provider	Barney Bears
Date of previous inspection	29/05/2012
Telephone number	02074 767500

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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