

# Chairbears Day Nursery

9-12 Deptford, Broadway, London, SE8 4PA

## Inspection date

Previous inspection date

06/08/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Children develop strong bonds with their key person and as a result, they are happy, content and comfortable in their surroundings.
- Staff have good understanding of their roles and responsibilities to safeguard children. They provide a safe and secure environment for children's play.
- Staff use consistent assessments effectively to help identify appropriate next steps for children's learning.
- The confident staff team establish strong relationships with parents and other early years practitioners. As a result, staff meet children's needs effectively and successfully support their move on to other early years settings and in to school.

### It is not yet outstanding because

- Opportunities for all children to develop their independent skills are not consistent. This limits how children become self-sufficient and learn necessary tasks for the future.
- Resources to support children learning English as an additional language, to learn about different cultures and people in their communities are limited.

## 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 took account of parents' views spoken to on the day and the parent questionnaires.
- The inspector carried out a joint observation with the manager.
- The inspector observed activities in the playrooms and the covered outdoor play area.
- The inspector held discussions with the provider, manager and staff and checked documents relating to the suitability and qualifications of staff.
- The inspector sampled policies and procedures, documentation regarding planning and children's progress.

## Inspector

Marvet Gayle

## Full report

### Information about the setting

Chairbears Day Nursery opened in 2014 and operates from Deptford in the London Borough of Lewisham. It is privately owned and children have use of four playrooms and a sensory room. There is an outdoor covered area for outside play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open each weekday from 7.30am until 6.30pm for 51 weeks of the year. The nursery is in receipt of funding for early years education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 14 members of staff including the owner. One member of staff has a degree in Early Years, five are qualified to NVQ level 3, three staff have NVQ level 2 and five staff are unqualified. As numbers increase so will the numbers of employed staff. There are 57 children on roll.

### What the setting needs to do to improve further

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

- increase the range of multicultural resources available to enhance children's learning, particularly those learning English as an additional language
  
- encourage children to develop skills that will enable them to become more independent, particularly during daily routines.

### Inspection judgements

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

The educational programme is good. This is because staff establish children's starting points quickly, using information from parents in addition to their own observations. They consult with parents to identify children's next steps and plan and provide experiences, which engage children's interest and promote their learning. Staff use ongoing observation records to monitor when children achieve their next steps and the rate of their progress. These enable key-persons to produce regular progress summaries. These include the progress check for two-year-old children, and summaries to support children's transitions into their next room. The managers monitor and track the progress of different groups of children. This ensures that children begin to make good progress relative to their starting points. Staff have a secure understanding of how children learn and develop. They know children well and use this knowledge to provide activities that truly interest and engage them. As a result, children enjoy a broad and balanced range of experiences across all areas of learning. For example, children in the pre-school initiate imaginative role-play as

they pretend to have tea in the home corner. Children also work well together as they help to tidy up before tea. This provides good opportunities to promote their physical skills as they go around picking up items, putting them in their tray and putting the trays away. Children in the pre-school also engage in whole group discussion about what they did today. This supports their communication and social skills as they chat with others and wait their turn. In addition, children benefit from a balance of both staff-led and self-initiated play. Staff interact very well with children as they play, to encourage and support them to achieve the early learning goals.

Babies are beginning to explore books; staff introduce new vocabulary, as they follow the children's lead. This encourages babies' curiosity and confidence and they begin to learn different words in a meaningful context. Staff in the baby room use children's interest in walking to support their physical skills. The children hold on to their hands to help their balance as they walk around the room. Staff help older children improve their physical skills as they jump, climb and slide in the covered outdoor play space. This encourages children to explore with the different resources such as the hoops. For example, two children in the younger toddler room find two hoops and try to use them to reach a hanging mobile. These activities engage the children as they keep trying, taking turns to jump, laughing as they try to reach. Children thoroughly explore the nursery and enjoy walking and crawling in the garden, as staff encourage children by ensuring the environment caters for their interest.

Children in the pre-school develop their ability to count and subtract through number rhymes as they count backwards during circle time. Staff extend children's learning further with the provision of measuring equipment to support their mathematical skills. Staff skilfully introduce mark making and writing to a cornflour activity by allowing children to use cars to make marks and then using their finger to write letters in their name. This models fun and interesting methods of mark making to encourage children in developing this early writing skill. Staff ensure the provision engages children in purposeful play as they explore cultural traditions by getting dressed up. This however, does not support children's learning about each other's differences, cultures and the wider community enough. The resources available are limited. As a result, they do not support children's learning fully. For example, there are no printed words in other languages and fewer multicultural resources overall.

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

Key-persons get to know their key children well; they develop secure, warm relationships. They comfort and reassure children when they are settling into the nursery. This supports child's growing confidence and sense of security, enabling them to explore their environment, participate in activities and play with their friends. Staff ensure babies are strapped into chairs, with their feet on the ground giving them a sense of security. When children progress into older learning groups, key-persons support children well, accompanying them on introductory visits.

Children have easy access to a wide range of good quality resources, which help to

promote their independence well. However, staff do not offer these opportunities at all times to ensure children develop their independent skills consistently. For example, children in the younger toddler room are not always encouraged to feed themselves independently. Children in the pre-school room do not have the opportunity to wash their own hands. This limits how children are encouraged to become self-sufficient and learn necessary tasks for the future. The nursery provides well-balanced meals and snacks. All children have constant access to fresh drinking water to quench their thirst. All the staff are aware of, and ensure they meet, children's allergies or specific dietary needs, by informing the cook of which children are in on a daily basis. As a result, the cook prepares appropriate meals for all the children.

Photographs of children feature prominently in the playrooms. Staff are kind and attentive. They meet children's individual care needs promptly. This promotes children's well-being and enhances their sense of belonging. Staff sit alongside the children at their eye-level, as they play and interact positively at all times. Children are clearly valued and respected, which enhances their sense of self-worth. Staff are positive role models, who are consistent in their practice and set good examples to children. As a result, children follow their lead and are respectful of one another and well-mannered. They show concern for others and learn to share and take turns. At meal and snack times, they demonstrate good table manners. Children know how to keep themselves and others safe, as staff encourage them to identify and manage everyday risks. For example, walking when inside. As a result, children move carefully to negotiate furniture and each other. Children take part in regular fire drills, helping them to learn how to behave and keep themselves safe in the event of a fire. Staff are vigilant in maintaining children's safety and supervise them appropriately at all times. Because of the attentive nature of staff, children feel safe and secure. Children's good health is promoted as staff implement effective procedures to keep children clean, well-nourished and to reduce the spread of cross-infection. Daily opportunities for children to engage in physical exercise benefit children well. The premises are spacious, light and welcoming. Staff have established positive links with schools and other early years practitioners, which in turn helps children move seamlessly on to other settings.

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

Staff are experienced and suitably qualified. They have a good understanding of the learning and development, safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. This helps them to maintain children's safety, promote their well-being and support them in making good progress towards the early learning goals. Staff have a secure understanding of the local safeguarding procedures and are confident to follow these if required. They demonstrate a good commitment to ongoing professional development. For example, in addition to having recently completed safeguarding training to update their knowledge and skills, they identify further appropriate training during their regular supervision meetings. Good recruitment, vetting, induction and monitoring procedures are in place. In addition, regular appraisals establish ongoing suitability and monitor the performance of staff. A

comprehensive range of written policies and procedures maintain continuity in staff practice, and agree appropriate operational procedures with parents. A written risk assessment is in place and staff complete daily visual checks on the premises, toys and equipment. An assessment of outings takes place, in order to monitor and maintain children's safety at these times. Children participate in regular emergency evacuation procedures to develop their confidence and familiarity. They also learn how to identify and manage risk during every day routine activities. This is because staff remind children how to handle tools and equipment safely and encourage them to move carefully indoors and outdoors. Overall, children benefit from a broad range of learning experiences. As a result, they make good progress.

Staff monitor and assess children's progress well, they extend children's learning effectively in their play. Partnership working with parents is successfully in place, which contributes to meeting children's needs. The registered person works closely with the staff team to evaluate the effectiveness of their practice. As a result, they successfully identify appropriate areas for future development. This currently includes developing the way children access outdoor learning, such as trips out to local parks, in order to create opportunities for large physical play and the exploration and observation of the wider community.

### **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	EY474464
<b>Local authority</b>	Lewisham
<b>Inspection number</b>	952656
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	84
<b>Number of children on roll</b>	57
<b>Name of provider</b>	Chairbears Day Nursery Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07429436269

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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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