

Brown Bears Nursery

Trinity-at-Bowes Methodist Church, Palmerston Road, LONDON, N22 8RA

Inspection date

Previous inspection date

16/09/2014

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 are cared for in a nurturing and supportive environment. They are happy, and form close bonds and secure attachments with all staff at the nursery. Staff praise children's achievements, which promotes their self-esteem and independence.
- The well-planned playrooms create enabling environments for children of all ages to promote their independence and to engage in purposeful play. Children clearly benefit from a varied range of play materials, both indoors and outside, to support their learning and development.
- Leadership and management systems are strong and there is clear motivation to develop practice in order to provide the best opportunities for children's learning.
- Staff communicate well with parents and involve them in their children's learning.

It is not yet outstanding because

- Staff do not consistently encourage children who learning English as an additional language to communicate in their home languages when settling in.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector checked evidence of staff suitability and qualifications, and talked with the owner and duty manager about the self-evaluation and improvement plans.
- The inspector observed children during child-initiated play and adult-directed play, indoors and outside.
- The inspector spoke with parents and took account of their views.
- The inspector carried out a joint observation with the manager.
- The inspector tracked two children, and examined planning and assessment documentation.

Inspector

Helen Parker

Full report

Information about the setting

Brown Bears Nursery registered in 2014. It operates from a purpose built and self-contained nursery attached to a church in Palmers Green, Enfield. The nursery has three rooms and two outside spaces. The nursery is open from 8am until 6pm, Monday to Friday, for 51 weeks of the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Systems are in place to support children with special educational needs and/or disabilities, and children who are learning to speak English as an additional language. The nursery currently employs twelve members of staff, nine of whom hold appropriate early years qualifications. The provider receives funding to provide free early education to children aged two and three years. There are currently 33 children attending in the early years age range.

What the setting needs to do to improve further

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

- strengthen opportunities for children learning English as an additional language to use their home languages when settling in.

Inspection judgements

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

The quality of teaching is good. Staff have a thorough knowledge and understanding of the Early Years Foundation Stage and the areas of learning. Staff provide an effective balance of child-initiated and adult-led activities, and follow children's spontaneous interests. For example, children enjoyed exploring a large-scale painting activity by putting their hands in the paint. This quickly evolved into the children painting the adults' hands and comparing the sizes of the hand prints. Staff skilfully ask useful questions to encourage children to think about size, colour, patterns and new vocabulary. Staff demonstrate a very good understanding of how to engage children's interests and maintain their concentration levels. Consequently, children are enthusiastic and keen to learn.

Staff carry out detailed observations of the children as they play. They use these effectively to plan activities that challenge children and promote their next steps in learning. The staff carry out regular and precise assessments of children's progress, and create a tracker for each child, clearly highlighting areas for development. Children make good progress. Learning journeys contain photographs and commentaries on children's learning, and parents are able to look at these regularly. Parents are involved in their child's learning, for example, as they contribute to focus weeks with information about their home lives and important family celebrations. The manager is keen to make all

parents feel that they can contribute to their child's learning at any time.

The learning environment is set out to promote independent learning and even the youngest children enjoy making choices when selecting toys, both indoors and outside. For example, toddlers helped themselves to musical instruments from a low drawer and spontaneously marched around the room playing harmonicas. Outside, young children took water sprays and watered the hanging baskets and herbs. They soon realised that they could spray the fence with the water and the staff encouraged this exploration of mark making to encourage children's pre-writing skills.

Children are enthusiastic learners and pre-school children receive good support to acquire the skills required for the next stage of their learning. For example, children find their name cards at mealtimes and recognise the letters of their names when typing on the computer. These experiences help children to develop their early reading abilities and skills in using programmable resources. However, not all children learning English as an additional language are helped to use their home languages when settling in. As a result, some children do not have as much opportunity as others to develop their communication and language skills at this time.

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

Children are confident and secure in the nursery. New children who are settling in enjoy time with their key person on a one-to-one basis. Staff are sensitive to the needs of individual children and take time to get to know children's individual needs. For example, staff help children who are new to the nursery, and too shy to join in with larger group activities, to engage in quieter experiences. For example, a member of staff knew that a child enjoys playing with trains and provided a quiet area for them to build a track together. She was later able to leave the child playing happily with another child as they developed a friendship. As a result, staff effectively promote children's personal, social and emotional development in readiness for learning.

Children separate from parents and carers easily and, due to the high number of staff at present, receive lots of attention and care. Babies are under close monitoring at sleep times and staff provide warm and secure attachments for all children. Children receive cuddles and hugs when these are needed. Staff are good role models for the children and, consequently, children are aware of what is acceptable behaviour.

The staff promote children's health and dietary needs and they are all briefed on children's individual medical and dietary needs. They consider these when planning menus in consultation with parents. Meals and snacks are prepared on site daily, and children enjoy healthy meals, such as lamb stew, grilled fish and fresh vegetables, and fruit for snacks. Staff sit with children at mealtimes and discuss how healthy food helps them to grow and gives them stronger muscles. Children are encouraged to serve themselves where possible and staff promote good hygiene practices with children. For example, they encourage them to wash their own faces and hands.

Staff are fully aware of, and sensitive to, keeping children safe. Children enjoy opportunities for taking risks when using outside equipment, such as climbing frames and slides. Staff perform daily risk assessments and measures, such as a soft play surface outside, helps to ensure that children can safely enjoy physical play.

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

The manager has a very good understanding of her responsibilities regarding the delivery of the Early Years Foundation Stage requirements. She also trains the staff team to meet her high expectations. Planning and assessment is thorough, and used to track children's progress across all areas of learning.

Staff have a good understanding of safeguarding procedures and know who to contact should they have concerns about a child. They are confident of when and how to initiate the process, and are aware of their roles and responsibilities in protecting children. A clear policy is in place and the details of the Local Authority Designated Officer for safeguarding children is on display. The manager ensures that staff have regular supervision meetings with her, or the owner, in order to share any concerns they may have. A clear policy is in place so that staff can communicate concerns regarding any inappropriate conduct of colleagues at work.

The provider has a strong safe recruitment policy and performs robust checks on new staff. Staff undergo an induction process and have a personal development plan. Ongoing training is valued with staff accessing training from the local authority and undertaking an annual appraisal. This ensures that staff have up to date knowledge of safeguarding, first aid and the learning and development requirements. Staff are motivated and show very good levels of professionalism, for example, as they explain individual children's dietary needs to new staff. The manager plans to expand the team as the numbers of children on roll increase. She has specific requirements from her staff that she plans to develop, including further sharing of responsibilities.

The manager has clear long-term plans and works closely with the local authority to improve practice on a continuous basis. A development plan is in place and the manager has already implemented positive changes, such as developing the baby room and planning a black and white sensory area. The manager works to provide a family atmosphere where all children can achieve their full potential. The manager and the owner work closely together to deliver this aim, involving staff at regular staff meetings. Children benefit from a consistent approach from staff with the team working well together.

The nursery has made good links with the local children's centres and families are now advised about outreach services, such as speech and language therapy. The manager intends to make links with local schools to ensure children have a smooth transition when leaving the nursery. Once parents have selected schools of their choice, for the next academic year, staff have planned to share information and assessments.

Parents are very positive about the nursery and comment that their children are happy and settled. Staff communicate well with parents and this is a strength of the nursery.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY475281
Local authority	Enfield
Inspection number	962019
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	33
Name of provider	Subscription Solutions UK Ltd
Date of previous inspection	not applicable
Telephone number	07808182701

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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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