

Chairbears Day Nursery

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



Inspection date

27 January 2016

Previous inspection date

6 August 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Adults provide toys and resources to ensure children access all areas of learning but there are missed opportunities for children to develop their skills as they play, in particular, their language and communication skills.
- Adults do not always provide sufficient challenges for older children to encourage their curiosity and self-motivation. This means that adults are not helping older children to make the best possible progress in all areas of learning.
- Leaders do not have an overview of the progress different groups of children are making in order to target resources and improve outcomes.

It has the following strengths

- The new management team are determined to raise the quality of teaching with the full support of the nursery owner. They have accurately identified priorities for improvement, which includes improving consistency of teaching for older children.
- Babies and toddlers are comfortable and well-cared for in spacious rooms with a good range of toys and resources to explore. They form secure attachments with carers and this supports their emotional well-being and helps prepare them for next stage of learning.
- Adults are well-qualified and have a good understanding of safeguarding. They have good induction training and regular supervision meetings to help them understand how to carry out their roles effectively.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ improve staff's teaching skills and provide experiences which broaden older children's interests and challenge their abilities so they make the best progress possible 	29/04/2016
<ul style="list-style-type: none"> ■ review the educational provision for children aged two to five years to make sure children are provided with a range of opportunities to learn through play and freely practise their skills across all areas of learning. 	29/04/2016

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

- encourage adults to use a range of methods to communicate with children to support their language skills
- continue to develop the system to check the progress made by specific groups of children to identify gaps in the provision and help children catch up with others.

Inspection activities

- The inspector spoke with children and observed play, care and learning in all the age groups.
- The inspector looked at the nursery's records of children's observations, assessments and planning documentation.
- The inspector carried out a joint observation with the deputy manager to observe staff practice.
- The inspector spoke with staff about their understanding of safeguarding and child protection.
- The inspector checked a range of documentation including evidence of the suitability and qualifications of staff.
- The inspector met with the new manager, the deputy manager and the provider to discuss leadership and plans for improvement.
- The inspector spoke with parents and took account of their views.

Inspector
Debra Davey

Inspection findings

Effectiveness of the leadership and management requires improvement

Leaders and managers have sufficient understanding of the requirements of the Early Years Foundation stage and other government requirements. They have prioritised improvements starting with the monitoring of practice in the younger age group. They regularly observe the quality of care and interaction for babies and discuss their feedback with staff. This has a positive impact on the quality of care for babies and younger children. Daily handover meetings have been introduced and have brought about improved communication between adults working in different rooms. Leaders reflect on practice and have plans to improve the quality of teaching for two-year-olds and older children. They are starting to monitor the progress for different groups of children but this is at a very early stage and is not yet helping to close the gaps for children who have different starting points. Arrangements for safeguarding are effective. Training has been implemented and all staff have secure knowledge of issues relating to child protection.

Quality of teaching, learning and assessment requires improvement

Adults track children's progress by recording their starting points and using regular ongoing assessments. However, information from assessments is not used consistently to plan and provide activities to match children's individual needs or abilities. Children enjoy pretend play, painting and drawing. This helps them develop their personal, social and creative skills. Not all adults are clear about what they would like older children to learn and fail to extend the learning through discussions and explanations. They do not use different methods to communicate with children. The organisation of resources does not allow enough opportunities for children to freely explore and practise early writing or counting in the different play areas. Some organised activities limit what children can do or involves waiting for long periods to have a turn. This results in children losing interest.

Personal development, behaviour and welfare require improvement

Children settle quickly to activities of their choosing. They know the routine and happily join in with activities with their friends. They enjoy singing and moving to favourite songs such as "Row the boat". Children are secure with adults enjoying a reassuring cuddle when needed. Children are kept safe through effective procedures for monitoring arrival and departure. They are helped to feel safe because adults teach them the daily routines, behaviour rules and to show concern for their friends. Arrangements for meals and snacks help children to eat healthy. The menu is regularly updated and improved by taking into account the views of parents and ensuring that children's dietary needs are met. Parents spoken with during the inspection appreciate the use of the key person system in sharing information about their child's learning and development.

Outcomes for children require improvement

Adults do not always make the best use of opportunities to extend children's learning through skilful questioning and providing explanations. Adults do not provide suitable challenges to ensure children make the best possible progress and have the full range of skills they need to be ready for the move to school.

Setting details

Unique reference number	EY474464
Local authority	Lewisham
Inspection number	1034423
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	84
Number of children on roll	118
Name of provider	Chairbears Day Nursery Ltd
Date of previous inspection	6 August 2014
Telephone number	0208 305 6588

Chairbears Day Nursery registered in 2014. It is owned and operated by an individual provider. It is open each weekday from 7.30am until 6.30pm for 51 weeks of the year. The provider receives funding for free early years education for children aged two, three and four years. There are 17 members of staff. All staff hold appropriate early years qualifications.

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