

Chairbears Day Nursery

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



Inspection date	13 December 2016
Previous inspection date	27 January 2016

	This inspection:	Requires improvement	3
The quality and standards of the early years provision	Previous inspection:	Requires Improvement	3
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:

- The provider and manager do not fully ensure that staff are effectively deployed at all times. The toddler room does not have a consistent room leader with a level 3 qualification. In addition, during busy periods such as mealtimes, some preschool children are left waiting as there are not enough staff available to support them to serve their own food.
- Not all children enjoy a consistently good-quality learning environment. On occasion, pre-school children do not have sufficient indoor space available to enable them to fully explore and develop their own play. At times, younger toddlers do not have easy access to resources which help extend their play and learning further.
- Systems to coach and monitor staff's teaching practice across the setting are not consistent and do not accurately identify areas to develop staff's personal effectiveness and precisely target their individual training needs.
- The manager and owner do not evaluate the provision effectively to identify weaknesses and target actions to improve outcomes for all children.

It has the following strengths

- Partnerships with parents are positive. Parents speak highly of the nursery and are kept well informed of their children's welfare, learning and development needs.
- Leaders, managers and staff work well with other professionals to gain a shared knowledge of each child's needs, and support continuity in their learning well.

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 deployment at busy periods of the day to more consistently and effectively meet each child's individual needs 	03/02/2017
<ul style="list-style-type: none"> ■ improve the organisation of the learning environments, particularly in the preschool and younger toddler room, to encourage children to explore and fully develop their own play further 	03/02/2017
<ul style="list-style-type: none"> ■ use effective coaching to target inconsistencies in the quality of staff practice and make sure all staff receive effective support, coaching and training. 	03/02/2017

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

- improve the self-evaluation process to effectively identify and promptly address weaknesses in practice.

Inspection activities

- The inspector observed the quality of teaching and assessed children's learning.
- The inspector took into account the views of parents spoken to on the day of inspection.
- The inspector undertook a joint observation with the manager and discussed children's progress with the manager.
- The inspector sampled a range of documentation, such as policies, procedures and children's learning records.
- The inspector held meetings with the manager and the owner of the setting.

Inspector

Anja Eribake

Inspection findings

Effectiveness of the leadership and management requires improvement

Not all staff receive consistently effective coaching to help them improve their practice. Staff deployment is not fully effective. For example, at times, older children do not receive the support they need to remain engaged and build on their independence skills, such as serving their own food. Overall, staff-to-child ratios are maintained and children are supervised well. Safeguarding is effective. Management follow thorough recruitment processes to ensure staff suitability. They provide staff with training to keep children safe. For example, staff are all first-aid qualified and know how to treat and record accidents. Staff are knowledgeable about safeguarding policies and the procedure to follow if concerned for a child's welfare. They assess the environment for potential risks and promptly address these. Management know what to notify Ofsted about and appropriately respond to complaints and allegations. They regularly evaluate the provision, although this is not yet fully effective. Since the last inspection, management has replaced changing mats and resources in the toilet area.

Quality of teaching, learning and assessment requires improvement

Not all staff effectively organise their learning environments. For example, at times, younger toddlers cannot easily choose resources for themselves or return them where they belong. Preschool room staff do not fully consider how to organise resources, such as lunch tables, so children have enough space. Staff plan activities that are of interest to children and engage well with them. For example, children explore the different sounds materials make and guess how they sound when touched and scrunched. Staff use this to extend children's vocabulary and sensory skills. Management observe and assess children's learning and monitor their progress to help close any gaps in their learning.

Personal development, behaviour and welfare require improvement

Staff work closely with parents when children first start and help them quickly settle. This supports children's emotional and physical well-being. Children are confident and motivated to engage in the activities and experiences available. For example, toddlers enjoy putting train tracks together and babies explore mechanisms that make sounds and lights. They enjoy using role-play and table-top resources. However, they cannot fully see what other resources are available to initiate and direct their own learning further. Staff support children's awareness of healthy lifestyles and good hygiene routines well.

Outcomes for children require improvement

Children make adequate progress in their learning from their starting points. Overall, they are confident to explore the activities on offer. For example, older children learn about how to make playdough, following instructions and using measuring utensils to weigh the different ingredients. Children learn skills that help prepare them for their future learning.

Setting details

Unique reference number	EY474464
Local authority	Lewisham
Inspection number	1079567
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 - 4
Total number of places	94
Number of children on roll	112
Name of registered person	Chairbears Day Nursery Ltd
Registered person unique reference number	RP533430
Date of previous inspection	27 January 2016
Telephone number	0208 305 6588

Chairbears Day Nursery registered in 2014. It is privately owned and operated. It is open each weekday, from 7.30am until 6.30pm, for 51 weeks of the year. The provider receives funding for the provision of free early years education for children aged two, three and four years. There are 17 members of staff, of these, 15 hold appropriate early years qualifications between level 2 and level 6.

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.

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