

Barney Bears Nursery

406 Manford Way, CHIGWELL, Essex, IG7 4AS



Inspection date

7 November 2017

Previous inspection date

4 July 2013

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The highly positive attitudes of all staff permeate every area of their work. Children mirror these attitudes. They flourish in a positive environment where their emotional and developmental needs are met through the highest levels of care and support.
- The supervision of staff is exceptional and they receive excellent daily support to use innovative teaching methods. Children enjoy a vast array of exciting play opportunities, which they approach with great enthusiasm and confidence.
- Staff make excellent use of any new knowledge from training. They now have an even greater appreciation of how each child prefers to learn. They use this knowledge to offer children highly appropriate support and activities that are exactly tailored to their needs.
- Managers use exceptionally rigorous procedures to monitor children's progress so that any gaps in learning are swiftly addressed. For example, key persons attend specific training to support children in developing their speech.
- Partnerships with parents are exceptional. Staff agree children's next learning steps with parents and offer highly practical information about how to build on these at home. Managers organise training and advice sessions for parents to further develop their understanding of children's learning and development.
- Children develop a very mature understanding of diversity and of the needs and experiences of others. For example, they visit local shops to buy resources for their activities and use public transport to regularly visit a home for older people.

What the setting needs to do to improve further

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

- enhance even further the already excellent partnership working with other childcare settings that children attend.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector talked with children and staff at appropriate times throughout the inspection. She completed a joint observation with the deputy manager of the nursery.
- The inspector held meetings with the owners of the nursery and the deputy manager. She looked at relevant documentation, discussed the nursery's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kelly-Anne Eyre

Inspection findings

Effectiveness of the leadership and management is outstanding

The nursery owners and managers are committed to continuously developing the nursery. Their extensive self-evaluation supports this and they have recognised the potential to improve even further their partnerships with other childcare settings. They act instantly on any feedback and have developed the outdoor area so that younger children now enjoy a multitude of play experiences. For example, children choose books as they sit in a cosy den. Owners and managers make excellent use of their qualifications. They offer training that is tailored to the needs of staff. Arrangements for safeguarding are effective. Staff are alert to anything that could threaten children's welfare and have a thorough knowledge of how to report any concerns. Managers have robust procedures to ensure that correct staff ratios are always maintained and staff deployment is highly effective.

Quality of teaching, learning and assessment is outstanding

Staff pay meticulous attention to understanding each child. Their exemplary use of the key-person system means that children settle quickly, building very secure bonds with their key person. Staff are excellent role models. Children copy them and demonstrate a mature awareness of how to manage their behaviour. For example, they independently select a sand timer of appropriate duration to help them organise fair turn taking. Staff promote children's physical development and children gain an excellent understanding of healthy lifestyles. For example, they clean their teeth after meals and participate in activities that support them in understanding oral hygiene. Children talk confidently about their achievements and understand how they are learning and developing. They have highly positive emotional attitudes that support them when they start school.

Personal development, behaviour and welfare are outstanding

Staff are highly knowledgeable about each child's development. They offer exciting play opportunities that exploit children's natural curiosity. Children become competent in solving problems. For example, they create their own 'dinosaur world' and quickly work out how to move a log to help a dinosaur escape from the volcano. Children have numerous, innovative opportunities that support their early writing skills. Older children use pipe cleaners and tools to write in sparkling coloured sand, going on to replicate patterns on laminated cards. Babies are captivated when they use their fingers, brushes and rollers to make paint move on silver foil. Staff take every opportunity to promote children's learning. For example, children eagerly read menu cards at lunchtime. Babies look at the pictures on these and learn new vocabulary. Older children learn to say 'fish' in other languages, talk about fish oil and proteins and different ways of cooking fish.

Outcomes for children are outstanding

All children make exceptional progress and rapidly develop the skills that support their learning and prepare them for school. Children competently work in groups. Young children enthusiastically explore the 'mystery box'. They eagerly name the items inside and start to use sentences to describe them. Activities such as these particularly support children who speak English as an additional language and they make excellent progress.

Setting details

Unique reference number	EY376461
Local authority	Redbridge
Inspection number	1062186
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	1 - 3
Total number of places	37
Number of children on roll	48
Name of registered person	Barney Bears Nursery's Ltd
Registered person unique reference number	RP901398
Date of previous inspection	4 July 2013
Telephone number	020 8500 0980

Barney Bears Nursery registered in 2008 and is one of four nurseries run by a limited company. The nursery employs 12 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, and 10 hold qualifications at level 3 or above, including one who has early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It provides care for children who speak English as an additional language.

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