

# Barnett Bears Nursery

Dewlands, BASILDON, Essex, SS14 2BE



<b>Inspection date</b>	5 June 2018
Previous inspection date	28 October 2014

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

## Summary of key findings for parents

### This provision is good

- The manager is committed to the ongoing development of the nursery. She strives to offer high-quality care for children and their families.
- Children's behaviour is good. Staff provide consistent guidelines. Children receive plenty of attention, affection and praise. This supports their emotional well-being and raises their self-esteem successfully.
- Children enjoy playing with a wide variety of good quality-toys and resources. Teaching is overall good and activities are based on children's interests. Children make good progress in their learning.
- Children learn in a bright and stimulating environment. Staff plan interesting and imaginative activities to engage children and promote their curiosity.
- Staff follow children's interests particularly well, helping to bring learning to life and supporting them to be deeply involved in their learning.

### It is not yet outstanding because:

- Children who speak English as an additional language are not always given the very precise support they need from staff to improve their vocabulary and build further on their good progress.
- On occasions, staff do not make full use of activities to help develop children's understanding of numbers, shapes and measures.

## What the setting needs to do to improve further

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

- give children who speak English as an additional language the precise support they need to develop their vocabulary and further build on their good progress
- provide children with more opportunities to extend their understanding of number, shapes and measure.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery's deputy manager.
- The inspector held a meeting with the nursery manager. He looked at relevant documentation and evidence of the suitability of staff working with children.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Peter Towner

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Good procedures are in place for the recruitment of suitable members of staff. Staff understand how to keep children safe and protect their welfare. They are familiar with the policy for recording and reporting any safeguarding concerns. All staff continue to receive ongoing professional development and the regular monitoring of their practice. This results in staff being confident in their knowledge of how children learn and develop. Staff deploy themselves well and provide close supervision during activities. They make regular checks on children's progress to identify gaps in learning and provide swift support. Parents report that the nursery is good for their children's development and appreciate the additional steps that staff take to meet their child's individual needs.

### Quality of teaching, learning and assessment is good

Staff observe, assess progress and plan appropriate activities for children based on their next steps and their individual learning needs. Children benefit from a wide range of opportunities to help them progress in all areas of learning. For example, babies are given time and space to explore and investigate a variety of different resources. Staff effectively develop babies' communication skills. They enthusiastically acknowledge their babbles, comment on what they are doing and repeat their vocalisations. This helps to reinforce that their sounds are important and convey meaning. Older children learn about the ingredients of play dough and how to follow a recipe and mix the correct amounts. Staff encourage them to investigate the texture of the dough. Children use their imaginations to stretch and shape objects of interest. They practise their creative skills effectively and use a range of tools that helps develop their small-muscle skills.

### Personal development, behaviour and welfare are good

An effective key-person system enables staff to build positive relationships with children and their families. This helps to support children's emotional well-being. Children form secure bonds with staff and benefit greatly from the welcoming environment. They independently choose from a wealth of toys and resources that enhances their ideas for play. Staff help children to develop their curiosity and to explore the world around them. For example, children of all ages enjoy a wide range of natural resources and investigate textures and shapes. They observe how tadpoles turn into frogs and caterpillars grow into butterflies, helping children bring learning to life. This supports children to be deeply involved in their learning. Staff support children's healthy lifestyles effectively. Children benefit from daily exercise, healthy food options and follow good hygiene procedures.

### Outcomes for children are good

Children are motivated, confident and active learners. Their early literacy and communications skills are developing well. They are learning that sounds are represented by letters, developing good pencil control and some can write their own name. Children follow instructions well and confidently express their preferences. Older children use writing tools to draw recognisable pictures and letter shapes. Children are gaining the essential skills they need in readiness for their future learning, including school.

## Setting details

<b>Unique reference number</b>	EY380296
<b>Local authority</b>	Essex
<b>Inspection number</b>	1104836
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	63
<b>Name of registered person</b>	Ghyllgrove Playgroup Association Committee
<b>Registered person unique reference number</b>	RP520370
<b>Date of previous inspection</b>	28 October 2014
<b>Telephone number</b>	01268285250

Barnett Bears Nursery registered in 2009. The nursery employs 14 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and five at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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