

Benny Bears Nursery

Merstham Football And Social Club, Weldon Way, Redhill RH1 3QB



Inspection date	6 February 2019
Previous inspection date	24 April 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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 provider has addressed previous weaknesses in practice by updating her child protection procedures to include the safe use of mobile phones and cameras. Staff have developed their knowledge of child protection and the administration of first aid by attending relevant training. They are currently increasing the range of outdoor learning opportunities for those children that prefer to play outdoors.
- Staff support children's emotional well-being successfully. Children are happy, confident and settle quickly to their chosen activity.
- Children make good progress in their learning. They explore and use their imaginations well. For example, they build with plastic bricks, care for dolls in pretend play and have fun making marks on paper.
- Staff support children's communication and language skills well. They name objects clearly and model the correct pronunciation of words.
- Staff build strong relationships with parents. Staff hold daily conversations with parents, to help to provide a consistent approach in supporting children's care and learning.
- Staff develop strong links with other professionals involved in children's care and education, to help extend a good partnership approach to meeting children's individual needs.
- Management do not always encourage staff to share their new found methods of teaching to other staff and how this can be used to further develop the curriculum.
- Staff do not consistently explain to children the importance of treating resources and their environment with care.
- Staff do not make the most of all opportunities to fully support younger children in developing their independence and self-help skills.

What the setting needs to do to improve further

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

- encourage further sharing of staff's teaching knowledge and skills to help develop the curriculum even further
- support children's understanding of the importance of caring for resources and taking responsibility for their environment
- support younger children further in developing their independence and self-help skills.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's individual learning.
- The inspector spoke to the deputy manager, staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint evaluation of an activity with the provider.
- The inspector held a meeting with the provider to discuss self-evaluation.
- The inspector sampled a range of policies and procedures. For example, staff suitability, accident and incident records, first-aid certificates and risk assessments.

Inspector

Janet Thouless

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider and staff have a clear understanding of their roles and responsibilities to protect children. They know what procedures to follow should they have any concerns about a child's welfare. For example, they now have a greater awareness of monitoring children's absence. Staff undertake daily risk assessments to provide a safe and interesting environment. They have made recent changes to the kitchen and toilet area. The setting is clean and well maintained. The provider is committed to developing staff practice and identifies training and development needs. For instance, some staff are working towards a professional qualification. Staff state that training has helped them understand the importance of allowing children to take risks as they play and learn. Therefore, children now have further opportunities to manage risk and learn new skills.

Quality of teaching, learning and assessment is good

Staff wholeheartedly involve themselves in children's play to help capture their interests and engage them in a wide range of activities. They place a high importance on encouraging and supporting young children's imaginative play. For instance, children enjoy using tractors to scoop up sawdust while playing with the farm set in pretend play. Staff know when to engage children in conversations or stand back to allow children to explore independently. Children benefit from plenty of opportunities to develop mathematical skills. For example, they match quantities with numbers and estimate how many scoops of sand will fill their buckets. Staff use observation and assessments of children's achievements well, to target children's future learning and close gaps in their learning and development.

Personal development, behaviour and welfare are good

Staff form close and trusting relationships with children and the key-person system is effective. Initially, when children first attend, staff seek information from parents about children's individual needs. They then maintain this as children's needs change. This supports children's care and emotional well-being effectively. Children's privacy is respected at nappy changing times. Staff are ready to support younger children's behaviour and help them to manage their, sometimes, strong emotions. Children have ample opportunities to practise their physical skills. They enjoy participating in 'Yoga' classes, ride bikes and scooters and climb in outdoor play. Children learn about nature as they explore local woodlands and discuss the wildlife seen.

Outcomes for children are good

Children gain effective skills and are prepared well for their next stage in learning and eventual move to school. They demonstrate an interest in writing and enjoy making colourful marks with chalk on the easel. They listen attentively to stories and talk about the pictures. Children are developing their confidence in communicating with their friends as they begin to play cooperatively together. They explore home life experiences through play, for example, by administering 'medication' to sick dolls.

Setting details

Unique reference number	EY498923
Local authority	Surrey
Inspection number	10092255
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	32
Number of children on roll	12
Name of registered person	Benny Bears Nursery Limited
Registered person unique reference number	RP900945
Date of previous inspection	24 April 2018
Telephone number	07795270339

Benny Bears Nursery registered in 2016. It operates from Merstham Football and Social Club in Redhill, Surrey. The nursery is one of two provisions operated by the provider. The nursery employs four members of staff. Of these, three staff hold appropriate early years qualification at level 2 and 3. The nursery is open every weekday during term time. On Monday it is open from 9.30am until 12.30pm. On Tuesday, Wednesday and Thursday it is open from 9.30am until 3pm. The nursery receives funding for free early education for children aged two, three and four years.

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