

Inspection of Benny Bears Nursery Limited

Sports Pavilion, High Street, Bletchingley, Redhill RH1 4PE

Inspection date:

3 December 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

This nursery fails to meet a number of statutory requirements of the early years foundation stage. The newly appointed manager is the only qualified member of staff and has been left in charge of unqualified, inexperienced staff who have had little effective supervision and guidance from the provider. As a result, staff have not developed a good understanding of how children learn and how an interesting, challenging curriculum can help children to gain new knowledge and skills. Art and craft activities in particular offer little challenge. For example, a planned child-led activity involves children merely placing stickers onto plain paper. An adult-led activity involves children painting a cardboard tube brown. This is to make a model later in the day, but staff do not explain this. Children sit and paint with little engagement from staff, and then leave, having done little of any interest. Staff are not able to manage the behaviour of some children due to a lack of training and do not always use their key-person role effectively to support children who speak English as an additional language or those requiring additional support in their learning. Children have opportunities to play outside, go on walks and benefit from the fresh air. They are provided with healthy and nutritious snacks. However, other arrangements to promote children's good health are not effective. The provider does not ensure that staff have a good knowledge of all safeguarding matters to help protect children from harm. Furthermore, not all required records are available for inspection.

What does the early years setting do well and what does it need to do better?

- The provider has not ensured that at least half of all staff working at the nursery hold a full and relevant level 2 childcare qualification. The manager is the only qualified member of staff working at the nursery, which also means that there is no one with the appropriate qualification or experience to take charge in her absence. The lack of sufficient qualified and experienced staff has a significant impact on children's care and learning, as staff do not have the knowledge and skills to keep children healthy and safe and do not offer good-quality teaching and learning experiences.
- There are no arrangements in place to provide support and supervision for the manager or staff. The lack of effective support, coaching and training means that no one has identified the weak curriculum or taken steps to address this.
- The provider has not ensured that required records relating to the recruitment and vetting of staff are available for inspection as required. As a result, Ofsted cannot be assured that these processes are robust.
- The provider does not ensure children's health and hygiene is promoted at all times. For example, children use a shared hand towel to dry their hands and staff do not use serving tools to serve children their snack. Staff pick up chopped fruit with their fingers and, occasionally, wipe their fingers on their clothes

before serving the next child. This increases the risk of cross infection. In addition, the provider has not ensured that the staff involved in preparing and handling food have received training in food hygiene as required.

- Staff do not manage children's challenging behaviour effectively. They have not sought support to develop strategies to address some children's behaviour and, as a result, staff become frustrated and often just say 'no, don't do that'. Some children take over activities that their peers have been enjoying and staff allow this to happen. They try to appease the more dominant children, but this is then at the expense of others. This also does not support children to develop good social skills.
- Staff are not as thorough as they could be in finding out about children's cultural backgrounds and home languages. Some staff are unsure, when questioned, which languages children speak at home and are not sure which cultural or religious festivals they celebrate. Although children who speak English as an additional language are developing a good command of English, they are not supported to develop and use their home language in their play and learning.
- The setting has been slow to make referrals for some children who require additional support. This means that staff do not have a good enough understanding of how to target their teaching to specifically meet children's individual needs. This slows down children's learning and prevents any gaps in their development from closing quickly.
- Although staff have improved their observations and assessments of children's learning since the last inspection, they are still not using their knowledge of the children to plan effectively for what children need to learn next. The learning environment and planned activities tend to be based on what staff think children will like, with little focus on children's next stage of development. Planned craft activities are extremely adult directed, with staff holding children's hands to add glue and telling children exactly where to place items on their pictures. The finished product becomes more important than the process of creating it and every child's picture looks exactly the same. This does not help to enhance children's developing creativity.
- Although staff are kind, they do not know how to engage with children purposefully during activities, to meet each child's learning needs. Staff mainly watch children during play and are not skilled at asking open questions or engaging children to think and discuss their ideas. For example, some children have shapes in the environment as an identified next step in learning, but staff fail to introduce shape, counting or colours when children sit with them playing with different-shaped building blocks.
- Staff provide children with some ways of learning about the world and their local community. For example, they go on sponsored walks to raise money for charity and walk to the local postbox to post letters.

Safeguarding

The arrangements for safeguarding are not effective.

Children are not sufficiently safeguarded because the provider does not ensure that

staff have an up-to-date knowledge and understanding of all matters related to safeguarding. Staff demonstrate a basic understanding of some signs and symptoms of abuse and can describe the procedures that they would follow should they have concerns about a child's welfare. However, their knowledge of wider safeguarding issues, such as how to protect children from the risks of radicalisation and extreme views, is weak. This puts children's safety and welfare at risk. In addition to this, not all records to evidence that required suitability and vetting processes have been carried out are available for inspection. The lack of formal supervision of staff has also resulted in a failure to monitor the ongoing suitability of staff.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
ensure that at least half of all staff hold a full and relevant level 2 childcare qualification and that there is a named deputy in place who has the required qualifications and experience to enable them to take charge in the manager's absence	24/12/2019
ensure that all staff have a thorough understanding of all safeguarding matters, including the 'Prevent' duty guidance, to keep children safe from harm	24/12/2019
put in place effective supervision of staff and the manager to address weaknesses in the quality of teaching and promote the interests of children	24/12/2019
ensure that all required documentation is readily accessible and available for inspection	17/12/2019
ensure children's health and hygiene is promoted at all times and take all necessary steps to prevent cross infection	17/12/2019

ensure that all staff involved in preparing and handling food have received training in food hygiene	17/12/2019
help staff to develop the skills they need to manage children's challenging behaviour effectively and to help children learn behavioural expectations and develop good social skills	17/12/2019
improve the key-person system so that staff develop a greater understanding of children's cultural backgrounds and languages spoken at home and to support children to use their home language in their play and learning	17/12/2019
ensure staff are prompt in seeking support from external agencies for those children who require additional help	17/12/2019
ensure staff use information about children's individual needs, interests, and stage of development effectively to plan challenging and enjoyable experiences that motivate children and inspire them to learn more	17/12/2019
improve the quality of staff's interactions with children and make the most of opportunities to challenge them and extend their learning experiences.	17/12/2019

Setting details

Unique reference number	EY547503
Local authority	Surrey
Inspection number	10089114
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	25
Number of children on roll	12
Name of registered person	Benny Bears Nursery Limited
Registered person unique reference number	RP900945
Telephone number	07795270339
Date of previous inspection	6 December 2018

Information about this early years setting

Benny Bears Nursery registered in 2017. It is situated in Bletchingley, Surrey. It is open from 9am to 5pm, Monday to Friday during term time only. There are four staff working with the children, of whom only the manager holds a childcare qualification. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Nicky Hill

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 spoke to parents and took account of their views.
- The inspector held a number of discussions with the manager. She sampled various documents, including evidence of the suitability of adults working in the setting.
- The inspector spoke with the staff and children at appropriate times during the inspection.

We carried out this inspection 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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