

Inspection of Bearfield Nursery

120 Oldfield Lane South, Greenford, Middlesex UB6 9JX

Inspection date: 30 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children have many opportunities to develop their communication and language skills. The curriculum is thoughtfully sequenced to help disadvantaged children and children who speak English as an additional language to progress well. Staff attend well to children's needs, gently supporting their independence. They help children master new skills, such as fastening their own coats. Children show pride in showing staff their achievements, such as putting gloves on by themselves. They practise cutting bananas for snack, which helps to develop their small-muscle skills.

Not all children found starting nursery easy following the COVID-19 pandemic restrictions. However, parents report that the staff understood this and gave children the time and safe space to start developing these skills. They say, 'Their children now look forward to nursery and seeing their teachers'. Children enjoy the yoga classes, which help them to relax.

Children develop a love of books and of reading. They recall the trip to the library that staff organised for them and ask to go again. Children draw on their previous learning to retell stories. Through role play and creative activities they remember the sequence of events in the story. Children enjoy opportunities to be physically active in their play. For instance, they squeal with delight as staff chase them around the garden pretending to be the big bad wolf.

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

- The provider has clear aims for the curriculum based upon the values and skills they consider will support children through life. Staff present these to children through toy animals. They help them learn concepts, such as being kind or brave. Staff are good role models, who praise children regularly. Children are developing an understanding of right and wrong. They learn to regulate their own behaviour. Parents state how their children have thoroughly enjoyed events, such as dressing up for Halloween. Children enjoy learning about traditions and communities outside of their own experience.
- Staff know exactly what the provider wants children to learn. They implement their ambitious aims well and receive good support and professional development opportunities to continually improve their practice.
- Staff plan engaging activities for children. Overall, adult-led times, such as circle time and singing times, are engaging for most children. Children who have experience of the daily routines stay focused. Sometimes, staff are not deployed effectively enough to support new children to fully access the learning opportunities offered to them.
- Staff sequence children's learning well. For example, staff begin by helping

children to pay attention and listen, so that they develop their understanding. They carefully introduce new words, so children can develop their sentence structures. Over time, children build the skills that they will need for writing. They spend long periods of time exploring and making marks in trays of flour.

- Staff consider the interests and fascinations of children and include these in their planning. They present activities attractively to children. Staff add natural resources, such as shells and sticks, to enhance children's curiosity. They become deeply absorbed in their imaginative play.
- Children enjoy activities where they learn about teeth and the importance of good oral hygiene. The nursery has strong partnerships with the local authority to promote oral health. Parents supply packed lunches for their children. However, staff do not check the type of food parents provide well enough to ensure it is always healthy.
- Families received strong support when children were not able to attend because of the COVID-19 pandemic. Staff provided parents with learning packs, so children could continue their learning at home. Staff share information with parents about their children's learning and involve them in activities that can be enjoyed at home. They provide supportive workshops for parents, for example on the importance of reducing children's time in front of electronic devices.
- The provider attends meetings with other professionals. They share relevant information with school staff to help children move smoothly to their new school. The provider uses additional funding well to help children to make the best possible progress.

Safeguarding

The arrangements for safeguarding are effective.

Staff, including the designated safeguarding leads, clearly understand their role in safeguarding children. They know the procedures to follow should there be a concern about a child's welfare. Staff understand the importance of recording injuries, whether these occurred at nursery or home. Staff attend regular training. They are knowledgeable about wider safeguarding issues that may have an impact on children's welfare. Leaders implement effective measures to ensure that there are thorough safeguarding procedures for the recruitment of new staff. Staff complete a safeguarding quiz before recruitment is completed. Induction and ongoing supervision of staff are effective and supportive.

What does the setting need to do to improve?

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

- evaluate the deployment of staff during group activities to ensure all children can access the learning opportunities offered to them
- build upon the existing good support to parents to ensure children learn to make

healthy food choices.

Setting details

Unique reference number	2496412
Local authority	Ealing
Inspection number	10194360
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	28
Number of children on roll	28
Name of registered person	Peapods Early Learning Centre Ltd
Registered person unique reference number	RP907350
Telephone number	07572614556
Date of previous inspection	Not applicable

Information about this early years setting

Bearfields Nursery registered in 2018. It employs five members of staff. Of these, four hold appropriate early years qualifications at level 3 and above. It operates in the London Borough of Ealing. The nursery opens from 8am to 6pm, Monday to Friday. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Elizabeth Shack

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The inspector accompanied the provider on a learning walk and discussed the curriculum, including what they intended for the children to learn.
- The inspector spoke to several parents and considered parents' written feedback to gain their views about the setting.
- The inspector spoke to staff and children at convenient times throughout the day.

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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