

Inspection of Barney Bears Nursery

Grassroots Centre, Memorial Avenue, LONDON E15 3DB

Inspection date: 12 October 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children really enjoy coming to this warm and nurturing setting. They benefit from embedded routines, and adults work hard on building strong attachments with their key children. The key persons encourage children to explore and be independent. Children's own ideas are supported and they are frequently praised as they find and use resources for junk modelling, building and painting.

Children communicate confidently and use good vocabulary and language in their play. They enjoy having conversations together and ask questions as they hunt for snails in the garden, make mud mixtures and act out going on a bear hunt. The children are naturally curious; they particularly like going on local trips to the park and are so happy and proud to show their treasures from a nature walk. They confidently explain the things they have collected and what they plan to make.

Children are encouraged to express themselves; they are polite and respectful and adults are good role models for them. They talk about their feelings like the weather and explain if they are feeling 'rainbow happy' or like a 'sad cloud'. Babies are independent and move freely in the stimulating and well-organised environment. They smile as they are learning to walk, listening to music and exploring the ball pit.

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

- Children demonstrate good fine motor skills. They confidently use scissors and mark-making tools to draw, write and paint. Pre-school children form letters in salt and use scissors to cut herbs for their scented play dough.
- Children maintain attention and concentrate well. They are motivated to join in with the activities in the environment and adults interact well alongside the child-led play. The babies listen intently to a story as they tip and pour water, splashing and laughing for long periods of time.
- Fostering children's independence and confidence is a real strength at the setting. Children are well prepared for the next stage of education. They become helpers at snack time, wash their hands ready for lunch and pour their own drinks. Children's confidence really grows as they move into the main nursery room.
- Routines are well embedded and children enjoy having a lot of time to explore the indoor and outdoor environment. They choose resources to add to their play and adults plan and prepare activities based on children's interests. However, opportunities for quality adult-led teaching and experiences are not fully planned and developed. Therefore, children's learning and positive behaviour are not always supported throughout the day.
- Children have well-developed gross motor skills; they make the most of their

surroundings and go out on regular visits to the park. They are able to take managed risks as they jump, climb and balance on logs and obstacle courses.

- Lunchtime is well organised and children enjoy hot, nutritious, home-cooked lunches as they chat with the friends and adults at their tables. Children eat independently, serve themselves and often ask for seconds. They learn how to brush their teeth in the baby room and know what foods keep them healthy.
- Staff know their children really well and the way they settle and nurture babies starting nursery is a real strength. They plan the environment with children's interests in mind and the baby room environment is a real highlight, with special cosy areas, sensory resources to enhance exploration, and family photos to make children feel at home.
- All children, including those with special educational needs and/or disabilities (SEND) make good progress from their starting points. The staff ensure they get to know families really well and work with outside agencies to set targets and help each individual child thrive. The experienced special educational needs coordinator (SENCo) helps other staff to understand children's individual needs and how to support them.
- Parent partnerships are strong and parents speak so highly of the care and education the nursery provides for their children. They particularly comment on how they were supported during the settling-in process and staff's help in getting ready for the move to school. Families feel involved in their children's learning as they attend special events. They know what their children are working on and understand how they can support them at home.
- The leaders and managers are dedicated and passionate about improving outcomes for children and being part of their community. They have clear vision of the strengths of the setting and what they would like to improve next.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding and up-to-date safeguarding knowledge. They attend regular training and have discussions about the children they are responsible for during meetings. Staff know their duty to report or log concerns and carry out risk assessments of the environment to ensure children are safe throughout the day. They know what signs and symptoms of abuse to look out for and discuss these confidently as they describe how they would report to their designated safeguarding lead or take concerns further and to outside agencies if they need to.

What does the setting need to do to improve?

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

- monitor and support staff further to enhance the quality of teaching and learning

so children are even more focused and make better progress

- fully develop and embed behaviour management strategies so expectations are consistent and explained fully.

Setting details

Unique reference number	EY438992
Local authority	Newham
Inspection number	10285815
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	64
Number of children on roll	57
Name of registered person	Barney Bears Nursery's Ltd
Registered person unique reference number	RP901398
Telephone number	02074 767500
Date of previous inspection	19 October 2017

Information about this early years setting

Barney Bears Nursery registered in 2011. The nursery operates from Grassroots Children's Centre in West Ham within the London Borough of Newham. The nursery opens Monday to Friday from 7.30am to 6.30pm, for 51 weeks of the year. The nursery employs 13 staff, 10 of whom hold appropriate early years qualifications at level 2 and above. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Sara Vincent

Inspection activities

- This was the first routine inspection the nursery 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views
- The SENCo spoke to the inspector about how they support children with SEND.
- Parents shared their views of the setting with the inspector.
- The inspector carried out joint observations of group activities with the manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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