

Inspection of Barnett Bears Nursery

Dewlands, BASILDON, Essex SS14 2BE

Inspection date: 18 April 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children arrive full of excitement for the day ahead, eagerly running into the nursery. Staff greet the children with smiles and hugs. They develop warm relationships with the children. Children put their belongings away and seek out their friends or favourite activities. Staff provide an abundance of interesting and purposeful learning opportunities for the children. As a result, children are motivated and naturally enthusiastic to play and learn.

Effective communication is strong in the nursery. Children speak with confidence, particularly those who speak English as an additional language. Children use language to express themselves, saying, for instance, 'I like melon' and 'I would like more please'. Staff encourage children to use mathematical language in their play. Children count to 10 when drawing lines on a chalkboard. They experiment with weight and volume, saying, 'It is heavy' and 'It is full' when playing in the mud kitchen.

Staff model and guide children's behaviour through effective teaching and guidance. Children learn how to share resources and take turns when playing with their friends. They display tolerance by respecting other children's choices and space. Children use words such as 'it is my turn next' and 'please' and 'thank you' in context. Strong trusting relationships are embedded between the children and the staff.

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

- Staff provide a balance between self-chosen and adult-led experiences for children. For example, children stick various materials onto paper to create collages. They discuss the process, saying, 'I am making a castle' and 'I am making a rainbow', describing their intentions. Children use their imaginations to become builders in the garden, stacking blocks and using tools with growing skill.
- Teaching is good. Staff tune into children's interests when planning their learning experiences. Children show high levels of concentration and engagement when playing. They learn how to manage risks when riding a bicycle or balancing on beams. Children squeal when on the swings, asking staff to 'push me higher'. They tell staff, 'I am baking cakes' as they play in the mud kitchen. At times, staff do not consistently extend children's thinking through really rich interactions.
- Staff teach children respect and tolerance of others. As a result, children learn to manage their feelings and regulate their behaviour. Children enjoy special days and learning about festivals that are particularly important to them. They learn about Easter and repeat it again for Romanian Easter. Children and families join

fundraising events at the nursery and attend events at the local school.

- Children benefit from well-organised routines in the nursery. They begin to ask, 'what is for dinner?', anticipating lunchtime. Staff serve children healthy choices, such as melon and banana, for snack. Children can confidently pour their drinks. Additionally, children understand the importance of personal hygiene, washing their hands before meals and after outdoor play.
- Parents speak highly about how settled children are in the nursery. They appreciate flexible settling-in sessions that are tailored to individual family needs. This helps children, especially babies, to feel safe and confident in the nursery. Additionally, staff have established strong links with other settings to ensure smooth transitions. They place a strong emphasis on sharing vital information about a child's past and current experiences.
- The staff team has expert experience in supporting children with special educational needs and/or disabilities. They work with medical teams to ensure that children have access to tailored support plans. As a result, children make good progress. Children who speak English as an additional language make consistent progress in their communication skills.
- Partnerships with parents are good. Staff ensure that parents are fully informed about their children's experiences. Open days allow staff to share information with parents about their children's development and progress. Parents learn how to continue teaching their children at home. As a result, children make good progress because learning is a continuous process for them.
- Staff's training and development are well embedded. Experienced team members mentor students and recently qualified staff. This has a positive impact on the quality of teaching. As a result, children make consistently good progress in their learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to provide children with consistently rich opportunities that build on what they already know to develop their thinking skills.

Setting details

Unique reference number	EY380296
Local authority	Essex
Inspection number	10335084
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	0 to 5
Total number of places	40
Number of children on roll	55
Name of registered person	Ghyllgrove Playgroup Association Committee
Registered person unique reference number	RP520370
Telephone number	01268285250
Date of previous inspection	5 June 2018

Information about this early years setting

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

Information about this inspection

Inspector

Linda Cranny

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 nursery.
- The manager and the inspector completed a learning walk to discuss how the provision is organised.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector spent time observing the quality of education and teaching.
- Parents talked to the inspector, who took account of their views.
- The manager shared documentation, including evidence of suitability and training certificates, with the inspector.

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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