

Inspection of Barney Bears Nursery

406 Manford Way, Chigwell, Essex IG7 4AS

Inspection date:

10 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Overall, children are confident and happy. Children introduce their friends and talk about what they are doing. For example, they tell visitors, 'I've got a seashell from the sea. Listen, you can hear the sea'. On the whole, older children demonstrate high levels of concentration. However, interruptions in routines mean children become disengaged and this impacts on their learning.

Babies explore the environment and seek adults out to play. For example, children hold out their hands to play 'round-and-round the garden'. However, the indoor learning environment does not always provide babies with opportunities to develop their physical skills.

Overall, children are independent. For example, babies attempt to feed themselves and older children pour their own water and serve their own food. However, children are not given consistent opportunities to practise their skills.

Children have lots of opportunities to support their physical development in a well-resourced outdoor area. For example, children throw beanbags into buckets and pour coloured water into tubes with skill.

Children interact well with their friends and adults. For example, they use dinosaur names accurately and talk about a stegosaurus. Sometimes, children's voices cannot be heard because staff talk consistently and noise levels are high. This impacts on children's engagement and concentration.

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

- Leaders have systems in place for staff supervision and training. However, leaders do not always ensure that the monitoring of staff practice is robust enough to accurately identify weaknesses in their teaching and enable staff to develop their skills.
- Some staff are highly skilled teachers. For example, staff give good explanations when teaching young children to use scissors. This is not always consistent and some staff give inaccurate explanations which impact on children's learning.
- Overall, permanent staff have developed secure relationships with children and build on what children know and can do. However, leaders have not further developed the key-person system, so that temporary staff fully understand the curriculum intent for individual children.
- Children are well behaved and play well with one another. Staff use positive language to support most children to understand right and wrong. For example, staff praise older children when they share sequins with their friends. However, on occasion, the expectations of younger children's behaviour during mealtimes

is not age and stage appropriate.

- Staff provide a range of interesting experiences and opportunities. However, these do not always support the curriculum intent to meet children's individual needs.
- Staff gather information about the languages children speak at home. However, this knowledge is not actively used to ensure there are strategies in place to support their communication and language development.
- Staff provide a commentary to children's play and introduce new vocabulary. They read to children with enthusiasm to encourage their love of books and stories. For example, older children predict what will happen next. Babies select their own books and turn the pages competently. This helps to prepare them for the next stage of education.
- Some children develop confidence and independence through care routines. For example, babies hold out their hands for a nappy change. However, staff do not always adapt routines to meet children's individual needs especially at mealtimes.
- Leaders have systems in place to communicate with parents. Parents appreciate the use of an online app to share information regarding care routines and children's progress. In addition, they enjoy the regular parent forums held to share ideas and prepare children for school.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff carry out regular risk assessments to ensure the setting is safe and secure. The manager and staff understand how to identify and report a concern and/or an allegation made against a member of staff. Staff understand and implement safeguarding policies and procedures and access relevant training to develop their knowledge further. The manager has effective systems in place to assess the ongoing suitability of staff. The manager is aware of their responsibility regarding the 'Prevent' duty.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
develop further the system for supervisions to enable staff to improve the quality of their teaching with particular regard to children's physical development and independence	13/05/2022

make sure that the key-person system is robust enough to enable temporary staff to implement the curriculum intent for all children effectively	13/05/2022
ensure care routines are adapted to support children's individual needs effectively.	13/05/2022

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

- ensure that information about children's home languages is used effectively to develop children's communication and language.

Setting details

Unique reference number	EY376461
Local authority	Redbridge
Inspection number	10216901
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 4
Total number of places	37
Number of children on roll	55
Name of registered person	Barney Bears Nursery's Ltd
Registered person unique reference number	RP901398
Telephone number	020 8500 0980
Date of previous inspection	7 November 2017

Information about this early years setting

Barney Bears Nursery registered in 2008 and is one of four nurseries run by a limited company. The nursery employs 12 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2, and six hold qualifications at level 3 or above, including one who has early years professional status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Justine Gilbert

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 provider.
- The area manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The deputy manager and the inspector carried out a joint observation together at lunchtime.
- Parents shared their views of the setting with the inspector.
- Children spoke to/communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- 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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