

Barney Bears Nursery

Grassroots Centre, Memorial Avenue, London, E15 3DB



Inspection date	19 October 2017
Previous inspection date	17 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Leaders of the nursery are fully aware of their strengths and areas to improve to help build on children's outcomes. They welcome the views of staff, other professionals and parents, and use these to further improve standards in the nursery.
- There are effective arrangements to involve parents in all aspects of their children's learning. For example, staff share information frequently about children's care and learning routines and provide ideas to support home learning.
- Children who learn best outside are given good opportunities to follow their interests. The routine and structure of the day enables children to spend a significant amount of time outdoors to explore, investigate and learn through play.
- Staff build positive relationships with children and value their unique ideas. This helps children to become confident learners and develop secure foundations for future learning.
- Leaders and staff monitor the development of individual children effectively to identify any gaps in their learning. They act promptly to organise extra support, working well with outside agencies to help children who have special educational needs.

It is not yet outstanding because:

- Recent changes to the pre-school and baby rooms have resulted in some areas of the learning environment not being organised effectively to help stimulate and develop children's curiosity even further.
- Staff in the pre-school room do not always ensure that all children benefit from highly engaging adult-led activities and quality interactions to help them make even better progress in their learning.

What the setting needs to do to improve further

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

- continue to develop some aspects of the environment further, to create more learning opportunities to stimulate and develop children's curiosity
- provide a better balance of adult-led and child-initiated experiences, particularly for older children, to help challenge and build on their learning even further.

Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning indoors and outside.
- The inspector conducted a joint observation with the deputy manager and held discussions about children's learning.
- The inspector held meetings with the directors, the manager and advisory teacher for Newham Council.
- The inspector spoke with staff at appropriate times and took into account the views of children and parents spoken to on the day of the inspection.
- The inspector looked a range of documents, including evidence of staff suitability, qualifications and records of accidents.

Inspector

Josephine Afful

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a suitable understanding of the nursery's safeguarding policy and know what action to take should they have any concerns about children's welfare. They are aware of their duty to prevent children being drawn into situations which put them at significant risk of harm. Leaders follow robust procedures when they recruit new staff and help ensure they are fully aware of their roles and responsibilities. The managers ensure that risk assessment is thorough and deploy staff well to supervise and support children's learning. Arrangements for staff supervision and training are effective. Leaders conduct regular monitoring visits to help them identify gaps in staff knowledge and skills, and provide appropriate training and coaching to support their ongoing development. Staff report that training on promoting early mathematics has given them ideas on how they can incorporate counting and number recognition in physical play to help children learn through enjoyable activities. The team works closely with other early years settings and local primary schools to help support children's move to school.

Quality of teaching, learning and assessment is good

Staff carry out regular observations and assessments to help plan for children's next steps in learning. They provide many opportunities for children to share their experiences, such as through role-play activities. For example, older babies wear helmets and high-visibility jackets, pretending to be builders. Staff use the nursery routines well to engage children in discussions to help extend their communication and language development. For example, at lunchtime they place menus on the table and ask children questions about what they are eating. This also supports children's early literacy development as they look at how words are formed and begin to identify letters.

Personal development, behaviour and welfare are good

Staff obtain relevant information from parents, such as children's dietary needs and intolerances when they start, to help ensure their needs are met. Food is healthy and freshly prepared on site and staff attend regular first-aid training to help them treat accidents and injuries effectively. This successfully supports children's physical well-being. Staff give clear rules and expectations for behaviour and encourage children to share and take turns. This contributes positively to children learning good behaviour. Staff and management are aware of their duty to keep required documentation, such as records of accidents and incidents, to help support children's welfare.

Outcomes for children are good

Children are very active and develop good physical skills. For example, younger children competently climb equipment and learn how to coordinate and balance their bodies in different ways. Babies enjoy practising crawling and walking in the spacious learning environment. Some older children talk confidently and use their imagination well. For example, they use construction bricks to build aeroplanes and discuss which one will fly higher. Children acquire useful skills for their next stage of learning, including school.

Setting details

Unique reference number	EY438992
Local authority	Newham
Inspection number	1115527
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 5
Total number of places	42
Number of children on roll	52
Name of registered person	Barney Bears Nursery's Ltd
Registered person unique reference number	RP901398
Date of previous inspection	17 February 2014
Telephone number	02074 767500

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 17 staff, 14 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.

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