

# Barney Bears Nursery

St Lukes Courtyard, Ilford, IG1 2HN



<b>Inspection date</b>	22 March 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- The setting's self-evaluation procedures are effective. Leaders seek feedback from others to help recognise the setting's strengths and areas to develop. They act on any advice they receive and take action to strengthen children's outcomes.
- Children make good progress and develop the skills needed for their future learning. They enjoy sensory experiences and develop good physical skills. They keenly mix real foods together in the role-play area, use their imaginations and think of ideas while they play. They develop their hand control and creative thinking well.
- Staff are caring, friendly and form warm relationships with children. They are sensitive to children's needs and support their emotional well-being effectively.
- Children benefit from staff's effective partnership with parents. Staff gather useful information from parents about what children can do when they first start the setting to help plan for children's individual needs from the outset. Parents are kept very well informed of children's ongoing development and are involved well in their learning experiences in the setting and at home.

### It is not yet outstanding because:

- At times, staff do not adapt their teaching and use learned strategies to help support children, particularly those who may need extra support, to help extend their learning.
- Staff miss opportunities during activities to provide challenges that precisely match children's individual needs, to help extend their learning experiences further.

## What the setting needs to do to improve further

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

- strengthen the consistency of chosen teaching methods used, particularly for children who need extra support, to enhance opportunities for children's development
- develop staff's teaching during some activities to help refine children's learning experiences and offer more precise challenge to extend children's learning further.

### Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector held discussions with the management team and staff during the inspection about children's care and the activities provided for them.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures, and children's attendance registers.

### Inspector

Anneka Qayyum

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager understands her responsibility to protect children and implements effective policies and procedures to ensure their welfare. Staff know how to recognise and report any signs that indicate a child may be at risk of harm. Leaders monitor staff's practice well and reflect on the quality of their practice effectively to help maintain good teaching levels overall. The manager offers good opportunities for staff to develop their skills, such as through training sessions and staff meetings. She checks on children's progress well to swiftly recognise and address any gaps in children's learning.

### Quality of teaching, learning and assessment is good

Children play confidently in an inviting, well-organised environment with a good range of interesting, age-appropriate resources. Staff support children well as they play. For instance, staff demonstrate how to use resources to help children learn to use these. They join in to help support children's involvement. Children are focused and concentrate well while they play. Staff provide good opportunities for children to develop their early literacy skills. For instance, babies enjoy using their hands to make marks in messy play and older children are keen to use paintbrushes to paint and explore colour. They develop their early writing skills well and learn to use tools with good control. Staff check on children's ongoing development effectively and know their key children well. They make regular observations of children's abilities and, overall, plan suitably challenging activities to support their good development.

### Personal development, behaviour and welfare are good

Children have good opportunities to learn about diversity, such as when exploring resources that reflect each other's backgrounds. Children learn to value each other's differences and develop their understanding of different people in the community. Children behave well. The staff talk to children about what is right and wrong to help them understand about acceptable behaviour. Children learn to use equipment correctly and know how to keep themselves and others safe. Staff support children's understanding of healthy lifestyles effectively. Children eat nutritious foods, are active and enjoy using equipment. For example, they use the climbing equipment and slide to help develop their balance and physical skills.

### Outcomes for children are good

All children make good progress from their starting points and develop the skills needed for the next steps in their learning and starting school. For example, children communicate confidently, speak clearly and listen to others well. Babies explore confidently and toddlers enjoy babbling and learning to use words in context. Children develop good social skills, such as through interacting with others kindly and sharing.

## Setting details

<b>Unique reference number</b>	EY497611
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	1132980
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Barney Bears Nursery's Ltd
<b>Registered person unique reference number</b>	RP901398
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02085141771

Barney Bears Nursery registered in 2016. The nursery is in Ilford, in the London Borough of Redbridge. The nursery operates each weekday from 6.30am until 7.30pm for 51 weeks of the year. The setting employs 13 staff, 10 of whom hold appropriate early years qualifications at level 3 and one holds a qualification at level 2. The setting receives funding to provide free early years education for children aged two, three and four years.

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