



Bear Necessities

Inspection report for early years provision

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Inspector Teresa Ann Clark

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Registered person Bear Necessities Day Care Ltd
Type of inspection Integrated
Type of care Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Bear Necessities is a privately owned nursery and has been registered since March 2005. The purpose built nursery is situated in the Blackley area of north Manchester. The nursery consists of four rooms where children are accommodated according to age and stage of development. There is a computer suite, two sensory rooms and a secure outdoor play area.

A maximum of 91 children may attend the nursery at any one time. The nursery is

open each weekday from 07.30 to 18.30 all year round except for Christmas and public holidays. There are currently 86 children on roll. Of these, nine children receive funding for nursery education. Children come from a wide catchment area and attend a variety of sessions. The nursery currently supports children with learning difficulties and disabilities.

There are 20 staff working with the children. Of these, 10 hold early years qualifications and 10 are working towards a qualification. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are protected from illness and infection because staff follow effective hygiene routines. For example, protective clothing is worn when changing nappies and staff ensure the environment is kept clean. An effective sick child policy helps prevent the spread of infections and illness. There are sufficient staff trained to ensure children receive appropriate care and attention in the event of an accident or emergency. Staff maintain accident and medication records but accident records are not always signed by parents, which poses an element of risk to children's safety. Children understand simple hygiene practices as they are well supported with their personal care. They know to wash their hands before mealtimes and after using the toilet. Children are learning to care for their teeth through regular brushing after lunch. They help themselves to tissues when they need to wipe their nose, which contributes to children's good health.

Children benefit from fresh air and exercise as they engage in regular outdoor play. They develop their physical skills as they run freely, use the slide and push along toys. However, the equipment does not provide sufficient challenge for children. For example, there is no equipment for children to develop their climbing and balancing skills. Children are able to rest according to their needs. For example, children access comfortable seating to rest their bodies. Young babies are content to rest their bodies on large floor cushions and observe their environment. They enjoy pulling themselves up on the furniture and developing their walking skills with support from staff.

Children are provided with varied, nutritious snacks and meals, which promote their growth and development. Staff consult parents about children's dietary requirements to ensure they remain healthy. Staff sit with children at meal times, which helps to promote children's social skills. All children are able to quench their thirst because they are provided with drinks at regular intervals. Older children help themselves to drinking water from the dispenser, which promotes their independence skills.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a warm, welcoming and child centred environment. There is a wide range of good quality, indoor equipment and furniture. This enables children to play, rest and eat in comfort. All children benefit from the well resourced, stimulating sensory areas. They access a good range of natural materials. For example, treasure baskets, bubble tubes, and exploratory play materials. The use of low level storage for toys and equipment in all of the rooms ensures children make choices about activities and access play materials independently. Babies are provided with a good amount of space to explore their environment. Older children move about safely and have sufficient space to participate in a range of activities.

Satisfactory measures are in place to minimise the risk of accidents to children. The use of a CCTV helps to monitor the security of the premises. Staff conduct daily checks of the premises and access to the building is well managed by the staff. Visitors are signed in and out of the premises. However, the side gate is not secure, which means there is a risk of unwanted visitors gaining access to the outdoor play area. A cupboard where scissors and staff medication is stored, poses an element of risk to children's safety. Supervision of children is good because staff position themselves where they can see children and sleeping babies are frequently monitored. This ensures children do not come to any harm. The children learn about keeping themselves safe as they hold on to the rail when using the stairs carefully. They practise the evacuation procedure so they know what to do if there was an emergency.

Children are well protected from possible abuse or neglect. All staff are aware of possible signs and symptoms which may give cause for concern. They are all clear about their responsibility with regards to child protection issues. There are clear and effective procedures to keep children safe.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and confident in the nursery where they develop good relationships with staff and each other. This enables them to make progress in their development and to build their self-esteem and confidence. Staff are in the early stages of using the Birth to three matters framework to guide their practice. For example, children form secure relationships with their key worker, who spends time playing with them and attending to their individual care needs. Children hold out their hands to their familiar adult and snuggle in when they are picked up. This contributes to their sense of security and emotional well-being.

Young babies are content and settled. They confidently explore their environment and experiment with sound and movement. They show curiosity as they look at themselves in the mirror. They enjoy exploring the treasure basket, which includes an interesting range of objects. Children enjoy a wide range of activities which contribute towards their overall development. Staff deploy themselves effectively to support children in their play and learning. However, children's playing and exploring time is limited in the blue room due to the organisation of snack and meal times, which is too lengthy in both preparing children and clearing away afterwards.

Children and staff have fun together as they dress up and take photographs of each other. There is lots of laughter as they look at the pictures on the digital camera. Children enjoy looking at the photographs of themselves and their families, which are displayed in their rooms. This gives children a clear sense of belonging. Staff are beginning to use the Birth to three matters framework components to assess children's progress and are developing confidence in using children's assessments to plan their future development.

Nursery Education

The quality of teaching and learning is satisfactory. Children are making steady progress towards the early learning goals. A new planning system has been introduced, which follows children's interests. Staff observe children and use this information to record the children's 'learning journey' together with The Foundation Record of Achievement. The systems are still in their infancy and the learning journey is not yet linked to the stepping stones. Children are happy as they explore the attractive environment. The continuous learning provision enables children to independently access resources and direct their own play.

Children are keen to participate in activities and show good levels of concentration. For example, playing in the sand, looking at books and making shapes with dough. The use of props helps children to take turns when speaking and listening to others. Children show delight and pleasure in books. They select and enjoy favourite books, such as 'Don't tell lies Lucy' and take turns telling each other the story. They all join in with repetitive parts of the story, changing the tone of their voices and laughing out loud. Although, children use the well resourced mark making area to practise their writing skills, they do not write in other areas of their play, for example, labelling their work and writing shopping lists.

Children use number in their play as they count the animals in the ark and sing number rhymes. They also learn about numbers through the learning areas, for example, two children are allowed to play in the construction area and four in the home corner. Children know they have to wait their turn when all the number tags are being worn. Children have good opportunities to build and construct using large and small equipment, which includes large bricks in the outdoor area.

Children's imaginative play is well developed. They enjoy dressing up and pretending to go to familiar supermarkets. They make up their own stories as they play with the ark and the animals. They benefit from the weekly dance sessions, which provides opportunities to respond to sound with body movement. Children's self-help skills are well fostered as they attend to their personal care, serve themselves at lunch time and put on and take off their shoes.

Helping children make a positive contribution

The provision is satisfactory.

Children are warmly greeted on arrival making them feel welcome. Records detail the individual requirements of each child and include relevant consents and contacts. The effective key worker system ensures staff know the children in their care so they

can successfully meet their needs. Children are developing some understanding about the wider world through a good range of resources which promote equality of opportunity. However, they have less opportunities to learn about the cultures and beliefs of others.

Children are generally well behaved and are beginning to understand the difference between right and wrong. Staff use effective methods to manage children's behaviour. Children receive adult support to resolve minor conflicts and are encouraged to share and take turns. Children with special needs are well supported and benefit from the effective relationships the nursery has with parents and other agencies. This has a positive impact on children's progress and development. Overall children's spiritual, moral, social cultural development is fostered.

Good working relationships are a strength of the nursery. The key worker spends time with parents during the settling in procedure to inform them about all aspects of the provision. Children benefit from the two way verbal sharing of information about their needs and daily routines. This ensures children receive continuity and consistency of care. Parents views and comments are clearly valued by the nursery. Parents complete a questionnaire and are invited to express their views in the comments book, which is available for all parents in the entrance hall. Partnership with parents of children in receipt of nursery education funding is satisfactory. An informative display helps parents understand about the curriculum provided. There are regular parents evenings and written reports, which keep parents informed about their children's progress and achievements. Parents speak highly about the nursery. They comment on the 'Clean and bright environment', 'Warm, friendly and dedicated staff team'.

Organisation

The organisation is satisfactory.

Effective recruitment and induction procedures are in place, which ensures children are cared for by staff who are appropriately vetted and suitable. Both the management and consistent staff team work hard to provide a warm and homely environment. As a consequence, children are happy and secure. The management team demonstrate a strong commitment towards continual improvement and development to provide positive outcomes for children. Plans are in place for the development of the outdoor area. Regular staff support sessions promote good practice and identify training needs. Staff are actively encouraged to attend relevant training for their professional development.

All the required documents and records are in place. They are shared well with staff to appropriately promote the welfare, care and learning of the children. However, room registers are not always accurately maintained. The management team have well organised systems in place and have set up a practice issue guide for staff, which ensures they are clear about their role and responsibility when caring for the children.

The leadership and management of the nursery education are satisfactory. A great deal has been achieved in a short time. The management have a good idea of the

nursery's strengths and are beginning to identify areas for improvement. Staff working with the children in receipt of education funding are working with the local authority support teacher to develop the provision for older children. Recent improvements include the organisation of the learning environment, which has a positive impact on children's learning and behaviour. The nursery continue to develop the planning and systems to monitor the effectiveness of the education provision.

Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There are no complaints to report.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure the gate is secure and ensure hazards are inaccessible to children
- review the daily routine for toddlers in the blue room
- provide more opportunities for children to develop an understanding about the cultures and beliefs of others (also applies to nursery education)
- ensure accident records are signed by parents and registers are accurately maintained.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop planning and assessments to clearly show children's progress (also applies to care)
- provide equipment that offers a range of challenges for all children (also applies to care)
- provide opportunities for children to write for a purpose within all areas of their play.

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