



Bears Hideaway Nursery

Inspection report for early years provision

Unique Reference Number	EY335199
Inspection date	06 December 2006
Inspector	Clare Moore
Setting Address	6a Stourwood Avenue, Southbourne, Bournemouth, Dorset, BH6 3PN
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Registered person	Bears Hideaway Nursery
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 good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Bears Hideaway Day Nursery is a privately owned day care facility in Southbourne, Bournemouth registered in 2006 having changed ownership within the family. It operates from four playrooms on the ground floor of a converted house. All children share access to a secure enclosed outdoor play area. A maximum of 26 children may attend the nursery at any one time. The setting is open each weekday from 08:00 to 18:00 for 51 weeks of the year.

There are currently 40 children on roll. Of these 12 children receive funding for early education. The nursery currently supports a small number of children with learning difficulties and welcomes children who speak English as an additional language.

The nursery employs eight staff, seven of whom, including the manager, hold appropriate early years qualifications. The remaining member of staff is working towards a qualification. Children are able to attend for a variety of sessions.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is very effectively promoted. They have a good understanding and share responsibility for hygiene routines, washing and drying their hands using the well equipped facilities. They are reminded through colourful posters on the wall. Younger children are guided by staff and shown how to use the soap and paper towels.

Children are catered for within the nursery with a wide variety of nutritious home cooked foods prepared on the premises at meal and snack times. Healthy eating is promoted with a varied menu that includes generous amounts of fresh fruit and vegetables. Children also take part in fun activities which promote healthy eating. They are offered water or milk to drink and water is freely available in drinks bottles for children to help themselves. Children who have food allergies and sensitivities are well cared for as all staff are aware of their needs. Children are able to rest and sleep according to their needs, for example in cots, on bean bags and in a buggy at a time that suits their individual routines.

Children enjoy fresh air, exercise and physical play in the imaginatively set out and well equipped garden with an interesting choice of activities. This gives older children opportunities to practise physical skills as they balance on wooden piles and stilts, roll hoops, play with balls, swing on the tyre and use ride-on toys to pedal and steer. Sometimes they enjoy running and devising their own games, for example 'stop and start'. This together with dancing and action rhymes helps children to keep fit and active.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The setting has an exceptional level of security using an entry system with cameras and locked doors which helps to keep children safe. Risk assessments are carried out both indoors and outside and these are very effective in pinpointing and addressing hazards and include to reduce risks. Children are cared for in a welcoming and safe environment. They have an excellent understanding of fire safety procedures and they are practised frequently. They remind staff and each other to keep the fire exits clear. A first aid kit is readily available in the top room and a small one is taken on outings. Staff are qualified in first aid so that action can be taken to treat children in the event of an emergency. Children are carefully supervised during the time they spend in the care of the nursery. Babies are monitored closely with a camera and sound monitors when they have sleeps. A sleep chart and a minute minder ensures they are checked every ten minutes. Older babies who are ready for chairs are carefully secured with harnesses at meal times. Toys and equipment are constantly checked for damage or breakages and toys with small detachable parts are kept away from younger children.

Older children share responsibility for their own safety and often remind each other to walk rather than run indoors and to use equipment such as scissors and knives safely. This helps to prevent injury to themselves and others. On local outings they wear harnesses and reins, understand they need to walk in an orderly way on the pavement and they show a high level of awareness by looking and listening before crossing roads together which helps them to keep themselves safe. A written procedure is used for outings. A higher staff ratio is maintained and mobile phone and contact numbers are carried which help to maintain safety and cover all possible eventualities.

Staff have a very secure understanding of child protection procedures through induction and training which helps to ensure that children's needs are met.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and demonstrate a sense of belonging as they arrive, exchange greetings with staff and hang up their coats in the reception area with older ones finding their name on the pegs.

Children play an active part in the setting and spend their time productively in a variety of ways which helps them to enjoy their time and to make progress. They enjoy exploring interactive toys, music, messy play with paints and benefit from very good resources and a wide range of accessible toys and equipment. They have frequent opportunities to enjoy sensory experiences. Babies and toddlers explore sound and texture with toys such as rain makers, home made shakers and a treasure box and basket with a wide variety of natural and man made objects for example wooden spoon, nylon scrunchie, brushes, carpet and fabrics. All children are supported in developing language skills because staff talk, listen to, share books and play with them. They sing songs and rhymes and use every opportunity to talk and interact including during individual care routines. The books are stored in a box, however they are displayed in a way that is not always inviting for a child to choose from. Children use Makaton sign language, often signing as they speak and use pictures of foods and activities. This helps children who are not yet able to talk to communicate and assists children in making choices. Children of different ages have opportunities to join each other when they have free flow time across the rooms. Older children are encouraged to help younger ones, sometimes assisting with coats when they go outside to play. This enables children to accept help and respond to the needs of others. The setting makes very good use of the Birth to three matters framework. Staff are knowledgeable and plan activities and record children's progress well. This supports development very effectively by identifying children's needs, for example the extensive use of mirrors in the setting helps children to recognise their own individuality.

Each child has an individual profile book with developmental records. This together with the key worker system helps to maintain continuity of care so that children are happy and settled.

NURSERY EDUCATION

The quality of the teaching and learning is good. Three and four year olds are making consistent progress towards the early learning goals. Staff have a sound working knowledge of the

Foundation Stage of learning. They work together to plan the curriculum and provide a range of activities and experiences. They ask questions to engage and involve the children and offer praise and encouragement. Children relate well to each other and to staff showing concern for others, for example a child passes paper and a glue spreader to his neighbour at the table so that he can join in with an activity. His action is observed and he is praised warmly by a member of staff. Children are curious, asking about things they haven't seen before and show confidence as they separate from their parents.

Children enjoy their activities and can access many of the resources as these are stored on shelves, in boxes or set out which also enables them to make free choices. Some children choose to take part in the Christmas role play and others to paint. They use a large surface with tables and sheets of paper joined together, different sized balls and brightly coloured paint. They use their imagination when they explore the paint using the balls in different ways and also when they act out the Christmas scene. They use props including a donkey made of cardboard, dress up as Santa, a King with a crown, a fairy or an angel and spread straw on the stable floor.

Most children enjoy a seasonal group story responding to questions eagerly and pointing out the pictures although there is some background noise which makes it more difficult to concentrate. Children take part in conversations at circle times, for example discussing what the home bear did when he stayed with them or places they have visited which helps them to practice speech and language skills and take turns in conversation. They develop pencil control as they practise writing skills in role play, for example making notes in the surgery. They use chalks on the chalk board and write their names on their work when able. They link letters and sounds in the 'letter of the week', through using books and in the letters of their names.

Children learn about number through rhymes, games and practical activities such as counting and working out how if there are enough yoghurts at snack time for everyone to have one. They explore shape as they cut their toast into halves, quarters and triangles, build with interlocking plastic bricks and make junk models with re-cycled materials. They enjoy sorting and counting with a range of brightly coloured fruit, animals and cars.

Children are motivated and absorbed in what they do, for example they explore ice when small objects are frozen in ice cubes. They consider the world and Europe in topics finding out about maps, the globe, where different animals live and what it is like in different countries. They grow cress and investigate insects such as ants and ladybirds that they find in the garden looking at them closely through a magnifying lens. They use malleable materials making play-doh pizzas. They explore different substances, for example shaving foam and compare it with aerosol cream, cornflour slaked with water and cocoa powder. They find out about change as they are encouraged by staff to consider 'how did we cook our toast', what does it smell like ' how did it change?' Children are helped to explore the past as they recall an local outing using a book that staff made up with photographs and captions.

Children develop finer manipulative skills and hand eye co-ordination through threading beads, pegging their paintings on the line to dry and doing up their coat toggles and zips for outside play. They use knives skilfully to cut their toast and spread it with toppings of their choice.

Staff know the children well and their observations and records clearly set out targets to build on children's existing knowledge which helps them to progress through the stepping stones. Written assessments show children's achievements clearly.

Children are able to make very good use of the outdoor environment to extend their learning experiences. There are opportunities to flow freely from the indoor room to the garden during the summer when the doors are open as well as defined times to use the garden. The activities set out in the garden develop current themes and make links in children's learning, for example a role play area with a play house, physical play area with large equipment and bark surface, hard surfaces for running and using ride on toys and raised decking with rails and a gate. Children show their pleasure in spending time outside by eagerly responding as soon as staff say they can go out by running around energetically with broad smiles on their faces.

Helping children make a positive contribution

The provision is good.

Children are happy and settled in the welcoming setting. This is due to carefully considered settling in procedures and attention to individual needs. Children behave very well, they enjoy playing together and they develop a sense of responsibility by putting away after activities and using the waste bins correctly. Children take turns playing games and with equipment which helps them to work harmoniously with others. Children and staff use discussion and puppets as well as illustrated wall displays which helps children to remember and remind each other that, for example, 'we take turns' and 'we walk' rather than run indoors which gives children responsibility and control. Children develop a positive attitude to difference when they consider other countries such as Poland, where we live and celebrate festivals such as Diwali and Christmas. They explore disability using a variety of resources and discussion. Spiritual, moral, social and cultural development is fostered.

Children play together well, enjoy each others company and are at ease with the staff. They are supported very well in transitions through the nursery and to school which helps them to adjust to changes and to remain confident and re-assured. Children with learning difficulties and disabilities are welcomed and are supported very effectively as staff are qualified in this area and also use sign language with the children. Staff show that they value languages other than English through displays and sometimes using words and rhymes in French or German. They also have established links with other agencies for support and further expertise.

The partnership with parents is good. At drop off and collection times parents freely exchange information with staff. They are warmly welcomed into the setting to help settle children and provide information about home routines, allergies, likes and dislikes.

Parents are invited in regularly to look at records and discuss progress. They make contributions to children's records which helps them take an active part in their children's learning and development. They are given detailed information about the 'Birth to three matters' framework, the Foundation Stage, what children will be covering in the topics and invited to provide resources. They are given comprehensive information about how the setting runs through the prospectus, newsletters and visits. There is a clear complaints system in place and parents are invited to discuss any concerns that they may have.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom they provide. Space and resources are well organised with different base rooms for different age groups. The rooms for the under fives can be used as free flow, or separated so that children who are vulnerable as they are younger and less mobile can be cared for separately. The garden is also divided up into different areas to maximise use. Much of the storage is child accessible storage and the outdoor play area.

Policies and procedures are clearly set out, regularly reviewed, shared with all staff and made available to parents which contributes to children's well being in the nursery. All the required documentation is in place. The recruitment procedures are robust and includes checks to ensure employees are suitable. The attendance register shows clearly when staff and children are present, including times of arrival and departure.

There are effective induction and training procedures for new staff, staff appraisal and ongoing training courses for more experienced staff to expand knowledge. Staff are clear about their responsibilities through written job descriptions and effective support. They are encouraged to share their ideas and take an active role in their development and to volunteer to take a lead as the designated person in for example 'health and hygiene' and 'safety'. There are measures to cover contingencies if staff are away by using part time or relief staff so that ratios are maintained.

The leadership and management are good. The management and staff team works well together. Staff are helped to work together through staff meetings, sharing knowledge through cascade training and informal discussion. They review the education plans and activities to make improvements and are committed to continuing to develop their provision. They do this through attending training courses, working with the Early Years Development and Childcare Partnership and also attending cluster group meetings with the local schools and other providers.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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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The quality and standards of the nursery education are good.

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):

- develop the display of books in the toddler room to make it more attractive to children.

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):

- develop the environment to enhance the experience of group story times

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk