



## **Brown Bear at Bredbury**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY281132
<b>Inspection date</b>	12 January 2007
<b>Inspector</b>	Jeanne Lesley Walsh
<b>Setting Address</b>	142/144 Oldham Drive, Bredbury, Stockport, Cheshire, SK6 1HB
<b>Telephone number</b>	0161 483 7369
<b>E-mail</b>	
<b>Registered person</b>	Brown Bear Childcare Ltd.
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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?

Brown Bear at Bredbury is part of Brown Bear Childcare Limited. The nursery has been registered since February 2004. It operates from a converted house in the Bredbury area of Stockport. The children are cared for in three separate areas, two play rooms on the ground floor for younger children and one room on the first floor for older children. The children have access to enclosed outside play areas, as well as an enclosed roof garden immediately off the upstairs playroom. The nursery serves families from the local and wider areas.

The nursery is open Monday to Friday from 08.00 until 18.00 all year round, except for a week during the Christmas period and all Bank Holidays. It is registered to care for a maximum of 37 children at any one time. There are currently 44 children on roll, who attend the nursery for a variety of sessions. Of these, 12 children receive funding for nursery education. The nursery

supports children with special needs and who speak English as a second language. School children can attend during the holidays.

The nursery employs 10 members of staff. Of these, nine hold appropriate childcare qualifications. One member of staff is working towards her qualification. The provision gains support from the Early Years Development and Childcare Partnership and an advisory teacher. They are also a member of the National Day Nursery Association and the Pre-School Network. All of the staff are active in keeping up to date with training and new information. They regularly attend childcare conferences and seminars and in-house training.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are cared for in a clean and well maintained setting where they are starting to learn the importance of personal care. The children are learning to wash their hands before touching foods, after visiting the toilet and at other appropriate times of the day. However, they are rushed through the process and are not able to enjoy the opportunity to be independent at this time. Good cleaning routines include using colour coded cloths and anti bacterial spray, which ensures that the risk of cross-infection is minimised. Children are provided with individual bedding and face cloths, and toys are cleaned and washed daily or weekly as required. Staff implement good nappy changing routines. However, the area they use for changing older children is not hygienically appropriate or always private. The staff work well with parents to provide consistency with potty training and they willingly follow home routines if parents wish.

Children are protected because there is a sickness policy in place. Staff have discussions with parents to inform them of children's individual needs, such as allergies and any specific health problems. The procedures for recording all accidents and the administration of medication are well maintained and shared with parents. Several members of staff hold a current first aid certificate, which ensures children's well-being in the event of an accident.

Children's individual dietary needs are also discussed with parents and menus are planned accordingly. Children are starting to learn about healthy foods through the posters displaying fresh fruits and vegetables. Fresh drinking water is also freely available throughout the session. Snacks and lunch-times are organised as social occasions. However, children's independence and choice is not promoted at this time. Children are learning about healthy exercise through both indoor and outdoor play. This is included in the general planning. The children enthusiastically take part in music and movement indoors, singing, pretending to run in the rain, jumping and splashing in the puddles. Older children are bending and stretching and they finish their exercise with a cool down song. Children are learning the effect that exercise has on their body.

## **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

The children are cared for in a warm, friendly and welcoming environment. The space available is well organised into different activity areas, so that children can move around freely and safely. Their work is very well displayed around the room, making it feel bright and cheerful. This boosts children's confidence and helps them to feel a strong sense of belonging in the setting. A wide range of good quality toys and equipment is available and these are checked daily for safety. Low level storage and low level tables and chairs ensure that children have easy access to them, which positively promotes their independence and choice.

Staff give priority to children's safety and carry out regular risk assessments. These ensure the general safety of all play areas inside, outside in the garden, and on outings. Outside play areas are secure with soft play surfaces to protect children if they fall. Children are familiar with good safety routines on the stairs. They know they walk one at a time holding on to the rail. Safety gates are suitably positioned for their protection. The children are learning about fire safety through fire drills which take place regularly.

Children are well protected because the staff demonstrate a clear understanding of their responsibility regarding child protection issues. There is a child protection policy available which is shared with parents. All staff have completed in house training and some staff have completed recent Safeguarding Children Board's training. They have a sound knowledge of the appropriate procedures to follow, should they have any concerns. There is also a designated person available to liaise with child protection agencies and Ofsted, should this be required. Parents are made aware of staff responsibility regarding child protection and they sign a form to confirm this. Children are also starting to learn about keeping safe in the community. They are introduced to people who can help them. For example, through visits from a policeman, the crossing patrol lady and the fire officer. The children then enjoy follow up activities, books and projects that support and extend their learning, giving them constant reminders about staying safe.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy in the setting and receive lots of support and attention from the staff. This increases their sense of well-being and security. Staff develop a good knowledge of the children because they observe and take time to listen to them. On arrival the children confidently say their goodbyes and join their friends at their chosen activity. They show great interest in what they do, for example, a group of children are fascinated as they explore the texture and smell of the shaving foam. They make patterns with their fingers, making trails and tracks. They recognise that it is smooth and soft and it smells nice and 'ooh it's squidgy and it swirls.' A group of children are playing well together as they enthusiastically search through the wide variety of dressing up clothes. They develop their imagination as they decide to be fairies, policemen and a nurse. One child says 'turn me into a tortoise' and then they become intrigued by the wooden clogs. Their activities are well supported by staff, who help to extend their learning and their imagination through conversation and encouragement.

The children show good concentration levels and determination as they manipulate the jigsaw puzzles and they help each other to fit the pieces into the right places. The children are painting family portraits as part of the current topic. One child accidentally mixes blue paint with yellow and is fascinated as it turns to green. The children's paintings are beautiful and they are all praised for their efforts. This is giving them confidence and boosting their self-esteem. Even the babies join in with the painting. They receive enormous praise and encouragement, as they have their hands and feet painted and make prints with them. Some of them are fascinated, others are not too sure. All the children are enjoying a good range of activities, which support their learning and development.

The staff use their knowledge of the 'Birth to three matters' framework to introduce new ideas, such as treasure baskets and story props, which work well with the younger children, who have a short attention span. The effective key worker system enables all children to receive daily care from familiar adults who know them well. This contributes significantly to children's self-esteem and sense of belonging. The children confidently chat to the staff and are relaxed and comfortable in their care. Staff members consistently praise children's efforts, play with them and provide comfort and reassurance when needed.

### Nursery Education

The quality of teaching and learning is good. The children benefit from choosing from a range of resources that are freely available in dedicated learning areas. Staff demonstrate a clear knowledge and understanding of the Foundation Stage curriculum. This is reflected in the long, medium and short term planning and the evaluation procedures. Staff use observations to inform them of children's developmental stages. The key worker uses the observations to inform the planning, which means that children's individual learning is extended. Activities are well planned and resourced and include new experiences as well as experiences that consolidate previous learning.

Children are becoming confident with numbers as they count the interactive number line and count themselves. They use rulers for measuring and measure themselves on height charts. Photographic evidence shows how the children are starting to understand number and colour when they make their own counting and colour game. They put coloured hoops over four small tree stumps in the garden. They then realise that they can match the hoop colour with the colour of the space hoppers, which they stand on top of the corresponding stump. Then they add numbers 1 to 4 to put them all in order. Staff are encouraging the children to use their imagination, to experiment and develop their own learning. The children are also becoming familiar with computers and other types of technology. They have access to a range of equipment, such as keyboards and calculators, but they like the adding machine best because it produces rolled paper bills. They display good levels of concentration as they engage in all activities.

The children have many opportunities to acknowledge that print carries meaning. They are starting to recognise their own names as they find their name card on arrival, and post them in the post box. They see their names written on the wall and on their pictures. The children also have opportunities to practise their mark making in most of the play areas. For example, making shopping lists in the home corner and lists and bookings in the estate agents, as well

as free choice using chalks, pencils, felt tips and crayons at the mark-making table. There is easy access to a good range of books that support their learning. At story time they listen and are totally absorbed in a book that they are familiar with. They confidently join in, helping to tell the story to each other. They show interest and concentration as they ask and answer questions and staff fully support their learning. The children become totally engrossed in their chosen activity and take pride in their achievements. They play cooperatively together and form friendships as they chat during play, negotiating and sharing ideas, developing their social, language and imaginative skills. Staff help them to extend their knowledge and widen their vocabulary, by asking questions and answering questions. However, some transition times are lengthy and older children are expected to sit for long periods with limited activity choices.

### **Helping children make a positive contribution**

The provision is good.

Children and parents are equally welcomed into the setting. The children are all included in all the activities and their individual needs are well provided for. They are becoming aware of diversity through access to resources and activities that promote positive images. These include books, jigsaw puzzles and posters as well as activities that help them to celebrate different festivals such as Christmas, Hanukkah and Chinese New Year. All these things are helping children to learn about difference and have respect for each other. Children see posters in different languages and they are all learning sign language. They enjoy singing their good morning song with enthusiasm and confidence.

Children behave well in the setting because they receive meaningful praise and encouragement. They are happy and settled and learn from staff, who present themselves as positive role models for children to copy. The children are learning to be nice to each other, to share and have respect. At circle time they pass a cuddle round and they share toys and help each other as they play. If difficulties do arise staff talk quietly to the children, explain the problem and where appropriate encourage an apology. Staff also work closely with parents to provide support and ensure a consistent approach to behaviour management. The children have good self esteem and they are cared for in a lovely comfortable and positive environment. They are confident, happy and secure. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Information is available to share with parents and daily discussions keep them informed. They work together to apply a consistent approach to children's care. A good settling in procedure helps both the parent and the child settle confidently into the setting. There is also good information shared to give parents the opportunity to extend activities at home. Discussion with parents, parent questionnaires and a range of cards and letters confirm that they are very happy with the care their children receive. They know the staff are approachable, supportive and keep parents informed. They enjoy the newsletters they receive and they also show appreciation of the development and progress their children are making.

## **Organisation**

The organisation is good.

Children are cared for in a positive and supportive environment, which effectively promotes their individual needs. The setting offers a warm and welcoming atmosphere where children can progress at their own pace. Clearly defined areas separate the different activities available, so that children can move around freely, making their own choices. Staff are well deployed and work directly with the children and there are additional staff who are in excess of required ratios.

The leadership and management is good. The joint managers are qualified and lead a team of staff who show commitment to their own development regarding their knowledge and skills. They keep up to date with new information through regular training, which is often provided in-house. They are supported by qualified and experienced proprietors who take an active part in the day to day running of the setting. The proprietors, the managers and five staff members have completed Foundation Stage training and they demonstrate good awareness of the curriculum. They support all staff in the planning of activities that challenge children and help them to progress. All staff are involved in planning meetings and make contributions through the key worker system. All activities are evaluated for quality of content and learning outcomes. The staff also work closely with parents to ensure that all the children are included and their individual needs are met.

Recruitment and selection procedures are robust and systems are in place to ensure the suitability of staff. Appropriate records, policies and procedures are easily accessible as working documents and they help to support the smooth running of the group. Staff receive regular supervision sessions and team meetings to assist with their personal development. The proprietors provide in-house training opportunities for the staff to assist them with new learning, development and information. Management are approachable and supportive and work directly with staff, children and parents. They have recently started to encourage staff to complete peer observations so that staff also learn from each other. These are very low key and non-judgemental but very effective and a good learning tool for staff. Documentation is easily accessible and the complaints procedure has been updated in line with new requirements. Overall, the provision meets the needs of the range of the children for whom it provides.

## **Improvements since the last inspection**

At the last inspection they were asked to ensure safety in relation to hazardous plants. Also to improve hygiene during the nappy changing procedure.

The nursery have removed the hazardous plants and now employ a gardener, who keeps the garden in good order for the safety of the children. Staff now wear protective gloves and aprons when changing children to prevent cross-infection.

## **Complaints since the last inspection**

Since the last inspection 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 complaint record may contain complaints other than those made to Ofsted.

## **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 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):

- provide opportunities for children to gain independence during hand washing and improve arrangements for nappy changing to ensure good hygiene and privacy for older children
- improve organisation at meal time so that children's independence and choice is promoted

#### **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):

- improve transition times so that children's educational and care needs are maintained and their choices at this time are increased (also relates to care)

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](http://www.ofsted.gov.uk)