

Bouncy Bear Childcare

Inspection report for early years provision

Unique Reference Number	EY341257
Inspection date	07 June 2007
Inspector	Julie Neal
Setting Address	Beech Grove Primary School, Courtland Road, Wellington, Somerset, TA21 8NE
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Registered person	Samantha Caddick & Paul Caddick
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 outstanding. 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?

Bouncy Bear Childcare is situated in the children's centre based at Beech Grove primary school in Wellington. It is a privately run provision and opened in early 2007. It is registered to provide care for a maximum of 24 children under five years of age. There are currently 25 children on roll, three of whom are in receipt of funded nursery education. There are nine members of staff who work with children, of these all but two have relevant childcare qualifications, and these are working towards qualification. In addition, the setting receives support from a qualified early years teacher through the children's centre. The provision is open Monday to Friday 08:00 - 18:00 all year round.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Excellent daily routines and consistent good practice within the setting ensure that children are very well protected against the risk of illness and cross infection. Staff carry out rigorous

daily checks to ensure that all areas are clean and hygienic, and remain so throughout the day. For instance, changing areas are cleaned after every use, and staff wear gloves that are hypoallergenic when changing nappies in order to prevent possible allergic reactions with children. All staff have food hygiene certificates and are extremely vigilant regarding health and safety in the kitchen, for example with regard to the storing and preparation of food, in order that children are protected. Children learn to manage their own personal hygiene extremely well. For instance, they wash their hands thoroughly after using the toilet and before meals, they wash their faces and vigorously clean their teeth after lunch. Good supplies of fresh towels and bed linen help protect children from the risk of cross infection, for example fresh, individual towels and washcloths are provided daily and replenished as often as needed during the day. Documents supporting children's health and wellbeing are clear and well maintained, for example records of any accidents in the setting, and of any medications given, and these are shared with parents.

Children thoroughly enjoy the extremely well balanced and nutritious meals and snacks provided by the nursery. Excellent planning of menus ensures that all children experience interest and variety in their diet, having regular opportunities to try new things. For example, children try unusual items such as Sharon fruit alongside the more usual apples and grapes; Italian, Mexican and vegetarian dishes are regular menu items, introducing children to new tastes and textures such as gnocchi and fajitas. All meals are freshly prepared and home cooked, with a very strong emphasis on the inclusion of fruit and vegetables throughout the day, ensuring that children receive their 'five-a-day' as a minimum, and thus promoting healthy eating. Individual children's dietary needs are met very well, with extremely good account taken of children's age and development, and any medical, religious, or cultural requirements. These are met inclusively, for instance, where a child has an allergy to a particular food an alternative is found that all children can enjoy. Access to drinks is very good for all children throughout the nursery, ensuring they are not at risk of dehydration. Babies and very young children are frequently offered their bottles and drinking cups; older children thoroughly enjoy helping themselves from the water cooler and show good understanding of the need to drink when they are hot.

Children have excellent opportunities to experience the health benefits of fresh air and physical exercise. They move very confidently as they run, jump, and climb in their play. Older children enthusiastically use their bodies as they wriggle through tunnels and use hula hoops, and they throw and kick balls with high levels of co-ordination and control. Babies and very young children are encouraged to be adventurous, and use an extremely good variety of resources that encourage them to explore and use their bodies.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The physical environment is extremely well organised, inside and outdoors, to meet the care, learning and developmental needs of children. The premises are bright, welcoming, and very child friendly. For example, the area where babies and very young children are based has low level windows so they can see outside, and their sleeping room is made inviting by the very effective use of resources such as mobiles and textured pictures. Excellent organisation of the extensive range of resources throughout the nursery means that all children have extremely good access to a very wide variety of toys and equipment, appropriate to their age and stage of development. This encourages children to make choices in their play and promotes their confidence and self esteem very well. Resources are used extremely effectively to provide a very good variety of interesting play environments which children explore enthusiastically. For

example, children make very good use of the quiet room, which is cosy and inviting with soft cushions and interesting books.

Children are safe within the setting and on outings because the staff team have an excellent understanding of health and safety issues and implement the setting's procedures extremely well. Excellent written risk assessments are made of all areas and rigorous daily checks of the premises and equipment ensure children's safety. Staff are extremely vigilant regarding potential safety hazards and act quickly where they have concerns, for instance installing door guards to remove the risk of children catching fingers in door hinges. The premises are extremely secure with access limited by coded key pad. This ensures no-one can enter the nursery without a member of staff and so supports children's safety. Children take part in regular fire drills in order to learn how to maintain their safety in the event of fire or other emergency, and organisation of these is excellent. For example, evacuation procedures are practised on different days and times, so all children take part, and so that staff are proficient in use of specialist equipment. For instance, organising fire drills when babies are sleeping ensures that staff are confident in the use of the evacuation cot, which enhances the safety of children in an emergency.

The staff team's excellent understanding of child protection issues further supports children's safety and wellbeing. They have a very good awareness of their responsibility to act where they have concerns regarding the abuse or neglect of children, and the comprehensive, well written procedures relating to child protection support staff well. Most staff have undertaken external child protection training and they use their knowledge extremely well in reviewing daily routines to ensure these are consistent in safeguarding children.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children immensely enjoy the excellent variety of stimulating activities that encourage progress and development for all ages. Children are actively encouraged to make choices in their play and they are extremely confident as they move between different activities and eagerly explore resources. Staff make excellent use of opportunities as they arise to develop children's skills. For instance, a two-year-old child shows interest in how pencils are sharpened and staff carefully show how to use the sharpener safely. Children are enthusiastic participants in play and confidently make suggestions about what they want to do and particular resources they want to use. For instance, children take a dynamic role in discussing equipment to be set up in their newly restored garden and have animated conversations as they help staff decide where items should be placed.

Staff have an excellent understanding of how children learn and develop. They monitor children's progress extremely well, using the 'Birth to Three matters' framework and the stepping stones towards the early learning goals, according to children's age. They use their excellent observations and very good knowledge of individual children when planning activities in order to provide rich and stimulating play and learning experiences. Extremely effective processes of identifying how children enjoy playing and interacting ensures that activity plans focus very well on providing individual interest and challenge. For example, children who enjoy using toys with wheels, such as prams or trucks, are introduced to other toys with turning components such as windmills and waterwheels, in order to develop and extend their interests. Activities for babies and very young children are planned extremely well, focusing on one or two key areas for development. For example, encouraging them to explore using a variety of textures

and sensory materials; encouraging them to look at how bubbles blow and to see the different colours.

Nursery Education.

The quality of teaching and learning is good. Children make good progress towards the early learning goals in all areas of learning.

Staff have a very good knowledge and understanding of the Foundation Stage curriculum. They plan well to ensure children experience a very good variety of learning experiences to ensure progress in all areas. Planning overall is very good, being extremely child centred and focusing well on individual children. For example, all children have individual learning plans that are based on children's preferred interests and style of play and these make excellent use of the extremely good observations made by staff in identifying areas to develop for each child. Weekly and daily activity plans clearly link activities to the early learning goals and identify key learning intentions for children. Written plans do not identify where children may need additional support in order to participate, or show where activities can be extended to further challenge more able children. However, staff do discuss activities to ensure they are relevant for children as they review their individual plans. Children's progress towards the early learning goals is monitored very well. Written records of achievement are very clear and extremely well maintained, making very good links between what children do and the different aspects of each area of learning. These are supported by the excellent use of photographs of children engaged in activities, these are well annotated to show what children are learning as they play.

Children are happy and confident in the setting. They are encouraged to be independent and to make choices about the activities they engage in and the resources they use, and they quickly become absorbed in their play. They are very confident communicators who are keen to share their thoughts and ideas with each other and with adults. Children enjoy writing and mark making, and practise their skills in different contexts, for example writing each other tickets to go on the train, writing stories, and labelling their own artwork. Children recognise the letters in their own names and can identify letter sounds correctly, and some children are very confident, for example reading the name cards of all children present. Children make very good use of the cosy and well stocked book corner, and show a very good understanding that factual information can be found in books. For instance, children compare pictures of the lifecycle of a frog in a book to the lifecycle models they have put in the water tray.

Children use their developing problem solving skills well. They show an understanding of space and measure, for example when constructing a bridge with large wooden blocks they discuss how they can get from one side to the other, and compare the lengths of pieces of wood so they have 'the same'. They count confidently because they practise this at frequent opportunities, such as the number of chairs needed, and the number of children present. Children gain immense enjoyment from exploring the natural world. For example, they enthusiastically explore the garden looking for insects with magnifying glasses and are delighted with each they find, scrutinising closely and discussing what they look like. They investigate the texture of bark on trees and look at the number of rings on a tree stump, they look at the different shades of green in the leaves, they blow dandelion clocks and watch fascinated as the seeds blow away. Children take part in interesting activities that promote awareness of their own community and the wider world. For example, they take part in charitable events like 'Red Nose Day' and they enjoy visits from important people such as the police and fire services; they experience aspects of different cultures through trying different foods, listening to music from around the world and exploring everyday items such as the clothes people wear.

Children's hand-eye co-ordination is good because children have free access to a wide range of tools and equipment that promote this well. For example, they use pencils, paintbrushes, scissors, glue sticks, and dough cutters purposefully and with control. These skills are also developed as children use a good variety of programmable toys that require differing degrees of manipulative skill in order to operate them effectively. Children thoroughly enjoy expressing themselves creatively and they use a good variety of media and materials. There is a good balance of structured art and craft projects and ongoing opportunities for free creative expression. For example, children are proud of the work they have done as a group with a community artist that is prominently displayed in the setting, and they have used the techniques they learned with different paints and fabrics to make their own individual canvasses; children have daily access to a variety of art and collage materials which they enthusiastically use to express their own thoughts and ideas. Children enjoy role play and engage well with each other in imaginary play, making good use of the variety of resources that support this.

Helping children make a positive contribution

The provision is outstanding.

Children of all ages have their individual needs met extremely well, resulting in happy, confident children. Excellent settling in procedures enable children to become familiar with key members of staff involved in their care, enabling them to quickly feel at home and secure. Children's high levels of confidence and self esteem are promoted extremely well by staff who are warm, affectionate and responsive to children's needs. For instance, babies and very young children receive plenty of cuddles and staff ensure their 'special things', such as teddies and favourite blankets, are easily accessible to them. Children are treated with respect and concern; staff listen to them well and make very clear explanations in order that children fully understand what is expected of them. This results in children who are extremely well behaved and who have very good knowledge and understanding of ground rules and everyday routines. For instance, older children explain that they like to run but that they must do so outdoors because it is not safe to run inside. The staff team's excellent understanding of children's development and learning is reflected in the very positive strategies used to promote good behaviour among children. Staff provide excellent role models for children, being calm and consistent in their interactions with children and promoting respect and good manners. Children respond extremely well, being very kind and helpful to each other. For example, they share toys and resources with each other, children show care and concern for babies and very young children when planning active games, and older children help younger children pour their drinks at snack time.

Children are cared for in an extremely inclusive environment where staff focus exceptionally well on their individual needs. This ensures that children of all ages and abilities are enabled to develop and achieve. For example, care routines for babies and very young children are in keeping with home and staff liaise extremely well with parents to ensure consistency; all children have individual development plans that focus on their specific interests and build on these so children make progress. Children's home cultures and traditions are recognised and respected, with staff ensuring they gain comprehensive information regarding specific aspects, such as diet and dress, that may impact upon children's care. Staff's knowledge and understanding of equal opportunities is excellent and they have an extremely good awareness of the increase in cultural diversity among families in the local area. This is demonstrated by the provision of information about the setting in languages other than English, in order that all parents are equally well informed about the care and wellbeing of their children. Commitment to inclusion in the setting is further demonstrated by the provision of resources such as pictorial timetables

and labels, and encouraging children to learn sign language, for instance simple words and phrases such as 'good morning' and learning to sign along with nursery rhymes.

Children's spiritual, moral, social, and cultural development is fostered. Children take part in interesting activities that develop their awareness of their own and other communities and cultures. Introducing children to cultural diversity is made meaningful by exploring the different traditions of children who attend the nursery, for example learning songs and looking at pictures of different lifestyles.

Partnership with parents and carers of children in receipt of funded nursery education is outstanding. They are very well informed about the progress their children are making towards the early learning goals. They are actively involved in their children's individual development plans and have frequent opportunities to discuss their children's progress with staff. Parents are consistently involved in their children's learning. For example, extremely informative monthly newsletters include suggestions for activities parents and children can do at home together that reflect current themes and activities. Very good information about current activities and the different areas of learning is prominently displayed for parents. Photographs are used extremely well to illustrate how activities their children participate in are linked to the early learning goals, providing an accessible record of their children's achievements.

Information given to parents about all aspects of their children's care, learning, and play is excellent and of very high quality. Written information is very clear and well presented, for instance the parents' brochure gives comprehensive information about all aspects of the setting, including staffing arrangements, the Foundation Stage curriculum, the Birth to three matters framework, and daily routines. All policies and procedures supporting the care and wellbeing of children are shared with parents in order that they feel confident that their children are well cared for. Information about the setting is made available in different ways, so that parents can access it as they prefer. For example, through the nursery website, and in languages other than English. Daily diaries are used very well by staff to ensure that parents have a record of what their children do each day, and to note any special achievements, thus keeping parents well informed. Staff develop strong, positive relationships with parents and invite feedback about the provision. For example, parents are invited to comment anonymously on regular evaluation sheets and to identify anything they think could be improved upon; staff have acted promptly to incorporate suggestions made, such as including more information on the website.

Organisation

The organisation is outstanding.

The provision meets the needs of the range of children for which they provide. Space and resources are extremely well organised and provide children with a play and care environment that is centred on their needs, for instance the inclusion of an additional milk kitchen next to the baby area to facilitate the quick provision of bottles as needed, so babies do not become distressed waiting for their feeds. Employment procedures are robust and ensure that staff working with children are suitable to do so. Extremely good induction procedures ensure that staff have an excellent understanding of their roles and responsibilities, and are knowledgeable regarding the setting's policies and procedures that support children's wellbeing. All documentation supporting the care and wellbeing of children is in place and clearly maintained. Staffing ratios are very good, with the proprietor being supernumerary and usually at least one other member of staff. This means that children benefit from one-to-one care when needed, for instance good staffing levels mean a child who has very recently started attending can have the individual attention of his key worker during the session for an extended period, thus

facilitating the relationship between them and supporting the child feeling secure as he settles in. There is a strong emphasis on training and development for staff and this ensures that children benefit from practitioners who are very enthusiastic and confident in their skills.

The leadership and management of nursery education is good. The management team show a strong commitment to children's learning and development and strive to continually improve in order that children make good progress. They have worked closely with advisors from the local authority to develop systems of planning and monitoring that are effective and accurately reflect children's individual progress and overall these are good. However, written activity plans do not consistently identify where children may need support, or where activities can be extended for the benefit of more able children.

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 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

No recommendations for improvement are made because the quality and standards of care are outstanding.

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):

- ensure that written plans consistently identify areas within activities where children may require additional support, and where activities can be extended to provide challenge for more able children.

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