

Oscar Bears Child Care Centre

Inspection report for early years provision

Unique Reference Number	309600
Inspection date	19 July 2007
Inspector	Wendy Fitton
Setting Address	142 Blackburn Road, Accrington, Lancashire, BB5 0AD
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Registered person	Oscar Bears 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?

Oscar Bears Child Care Centre opened in 1999. The nursery is privately owned and operates from a large Victorian house situated on a main road in the town of Accrington in Lancashire.

The nursery provides full day care for a maximum of 108 children aged from birth up to eight years. There are currently 95 children on roll and of these, 36 receive funding for nursery education. Children with English as an additional language are supported. The nursery opens Monday to Friday, 51 weeks of the year. Opening times are 08.00 to 18.00. An after school provision and holiday club are available for up to 38 school age children.

Children access three floors and are catered for in individual rooms according to their ages and stages of development. There is a separate baby unit on the upper floor, the ground floor accommodates children aged two years up to five years and the basement is for school age children. There are suitable bathroom and changing facilities, sleep and quiet areas, staff facilities, an office, a kitchen and a laundry. There is a secure outdoor play area.

There are 18 members of nursery staff employed and a cook. Most staff have childcare qualifications. A nursery manager and deputy form part of the staff team.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted as staff take positive steps to prevent the spread of infection and appropriate measures when children are unwell. Tables are wiped before food is served and children are encouraged to wash their hands before and after food and after the toilet. There are monthly health checks carried out by the manager that include bathroom, nappy hygiene and laundry procedures. Toys, soft furnishings and equipment are cleaned regularly and sterilisation procedures are in place in the baby unit. Nursery areas are clean and staff follow cleaning routines for bathrooms and playrooms. All medication, accident, emergency and sickness procedures are in place and staff are qualified in first aid.

Children are provided with regular drinks and food in adequate quantities for their needs. Food is properly prepared, nutritious and meets all religious and dietary needs. Drinking water is accessible throughout the day in each unit. Children enjoy home cooked foods that include fish, meat, pasta, vegetables and fruit. A cook is employed and plans a menu on a four week cycle. All special dietary requirements are noted and the cook provides vegetarian options and meets children's needs. Children sit together in their individual rooms and staff support and encourage them and a positive social occasion is evident.

Children develop their physical skills and enjoy a healthy lifestyle through a programme of activities and experiences to support their well-being. There is lots of space for free movement and a separate physical playroom is available when children are not able to go outside. Children exercise on trampolines, a ball pool, trucks, scooters, wheeled toys and climbing equipment. They enjoy fresh air at least twice a day. Children develop fine motor skills and their hand-eye coordination as they use small and large tools and equipment, for example, pens, pencils, construction toys, jigsaws and threading toys. Children can relax and recharge as they sleep and rest after lunch and participate in quiet activities watching television or reading books.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children access a warm, welcoming environment that is safe and offers access to necessary facilities and a range of activities to support children's development. The premises are welcoming with information boards and displays to create a child-centred environment. Children feel a sense of belonging as they see their own art work displayed and pictures and photographs of staff and themselves. Children are accommodated in individual playrooms according to their ages and stages of development. There are suitable bathroom and changing facilities, outdoor play facilities, quiet, sleep and rest areas and a kitchen, laundry and staff facilities.

Children are provided with a suitable range of equipment, toys and furniture that are safe, stimulating and create an accessible environment. For example, there is everyday furniture including child-sized tables and chairs, cushions, bean bags and domestic style small settees. Children use appropriate crockery, cups and utensils. Babies' physical development is supported through the use of baby relax chairs, cots, highchairs and play gyms and nests. There is a range of toys and play equipment that includes construction toys, messy and creative materials, role play equipment, a computer, small world toys and books.

Children are safe and secure as staff take positive steps to promote safety within the setting and ensure they are not exposed to any risks or hazards. The outdoor area is safe and secure with soft play surfaces, some grassed areas and suitable fencing and gates. All visitors are monitored and the front door is locked, and the manager is responsible for booking all adults and children into the building. There are safety checklists and risk assessments in place as well as procedures for outings, lost and uncollected children and supervision procedures when children are sleeping. All safety equipment is in place and fire drills are carried out.

Children are protected and safeguarded as staff know their roles and responsibilities for the protection of children. Some staff have carried out recent training with the Local Safeguarding Children Board. Staff know to report any concerns to their room supervisor and management are informed. Staff are aware of the signs and symptoms and know to record all observations and issues. There is a policy in place and this is acknowledged by parents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children's welfare is promoted and their individual needs met as staff plan and provide activities and play opportunities to develop children's social, emotional and intellectual development. Children respond to the routines and rhythms of the day that cover most aspects of learning and care. Children participate in creative and messy experiences and some areas are developing in line with the 'Birth to three matters' framework. Staff are beginning to develop areas for children under two years where they can look at books and develop their imaginative, creative and exploratory skills.

Children develop some social and independence skills as they feed themselves, wipe their noses and self-select some resources. They enjoy playing with water, play dough, glue, collage materials, activity toys, role play equipment and looking at books. Staff are responsible for a key group of children and carry out care activities during the day and record any observations of development. Children's profiles do not always show observations that link to the aspects of the framework and some areas and resources do not challenge and enhance children's independence, investigative and experiential skills.

Nursery Education

The quality of teaching and learning is satisfactory. Children are sociable, confident, play purposefully and develop some independence as they tidy up and respond to the daily routines. Children see to their own care needs but are not involved in activities to fully develop their independence in setting tables, putting on coats, serving food and clearing plates and utensils. Children take the lead in some activities and encourage others to participate in the play dough baking scenario and the construction activity. Children investigate objects and materials as they use their senses in the workshop area. They describe and record their own observations through models, construction toys and drawings. Children discuss and talk about special events and have opportunities to identify features in the natural world as they look at mini beasts through the microscope.

Children develop their imagination and creativity as they take on family roles within the role play area. They dress up and act out stories about the dinosaur. Children explore different textures and mediums with paint, collage pictures with pencil shavings and malleable materials. They use construction toys and create a building site area as they use wheeled trucks, bricks, hard hats and tools. Children see some numbers as labels through charts and displays. They

use some language about shape and measurement and are aware of shapes and space during the construction play. There are missed opportunities to support children's mathematical development during everyday routines and activities. Children access a writing area and use various mark making equipment to draw and write independently. They listen to stories with some interest and have access to books, however, this area is not well planned and does not promote children's interest in reading and communication. Children are beginning to recognise letters and self-register with their own name, however, there is no labelling of everyday objects and displays to support children's literacy skills.

The six areas of learning are identified in the nursery environment and children respond to some teaching methods as they listen to stories and participate in circle time and news time. Staff plan daily activities and a focused activity to meet some individual children's needs. Observations and significant comments are noted and staff record observations in children's individual profiles. Children's starting points are not clearly identified as there is limited information passed from parents and other groups in the nursery. The planning is not always systematic and does not always include evaluations, next steps for children's learning or any differentiation aspects.

Helping children make a positive contribution

The provision is satisfactory.

Children are welcomed and included and their differences acknowledged and valued. They have access to appropriate resources and routines to meet their individual needs. Individual play areas are planned and organised to cater for specific age groups and needs. Children's needs are identified in some 'all about me' information gathered from parents. Staff work as key workers to individual children and ensure that appropriate care is provided according to any religious or cultural needs. Children's welfare and development is promoted as staff are proactive in ensuring action can be taken when a child with a learning difficulty or disabilities is identified or admitted to the nursery. Staff work in partnership with parents and other professionals to provide programmes and activities to support children.

Children benefit most where adults adopt a consistent and positive approach to the management of any behaviour. Children are familiar with and respond to the rules and boundaries. Staff are calm and positive when dealing with any challenging behaviour. They use time out strategies and explanations to children and discuss the impact of children's behaviour and how it affects other children. Children respond to positive praise and recognition through certificates and charts. The behaviour management policy deals with sanctions and bullying. Staff manage behaviour according to children's level of development and maturity.

Children's social, moral, spiritual and cultural development is fostered. Children respond to the feelings of others and are reminded of how their behaviour affects other children. They are confident and secure with the routines and rhythms of the day. Children respond to positive praise and encouragement when they receive stickers and certificates for their achievements and a positive approach. Children learn about their community and the wider world as they visit local shops and religious buildings, they welcome visitors from local support services and participate in cultural activities of food tasting, dressing-up and celebrating any festivals.

Children benefit and feel secure from positive relationships between their parents and the key worker. There are induction procedures and settling in procedures followed. Staff talk to parents on a daily basis and share routines and care practices. Children under one year have a daily diary for parents to read, older children's needs and routine information is recorded in a

communal diary. There is lots of information displayed for parents and the complaints procedure and contact details for Ofsted are displayed.

Partnership with parents and carers in relation to nursery education is satisfactory. Parents are aware of some aspects of the curriculum as the planning is displayed and parents see children's profiles of work and the observations. A parents evening is organised and staff discuss the curriculum and individual children's progress and development. Parents are included in the theme and topics and are asked to provide additional resources to help with any activities. The six areas of learning are displayed in the entrance hallway and show photographs of children carrying out activities linked to the curriculum.

Organisation

The organisation is satisfactory.

Children are protected and safeguarded as all staff are cleared and vetted to work with children. There are recruitment and selection procedures in place and staff are monitored through induction procedures, appraisals and staff meetings. Most staff are qualified in childcare and participate in various training programmes to support them in their role. Each member of staff has a personnel file that holds emergency details, qualification certificates, appraisal and contractual information.

Children access an environment and routines which meet their needs. They can sleep, relax, play and eat in comfort and safety. Children are grouped in individual units according to their development needs. Babies under two years use the upper floor of the nursery and have a separate sleep room and changing facility. Children aged two to three years have a main playroom on the ground floor with access to a quiet room for sleeping and bathroom facilities. Pre-school children have their own designated room on the ground floor and all children access a physical play area on the upper floor and access outdoor grounds. Children respond to daily routines that include outdoor activities, quiet play, free play and meal times. There are staff rotas in place for designated tasks of cleaning and domestic chores, but this impacts on the children's routines and staff have to contain children in a large group whilst rooms are cleaned and prepared.

Children's welfare, care and learning are maintained due to records, policies and procedures being followed, being up to date and accessible for inspection. All regulatory documentation is in place and includes staff's and children's details, accident and medication records and attendance details. There are organisational and operational procedures in place that are evident in practice, these are accessible to parents and ensure the safe management of the provision.

The leadership and management is satisfactory. The manager works in a supernumerary role and the owner oversees the organisation. Management have vision to improve facilities and extend the premises in order to provide up to date childcare. The main strengths and weaknesses are identified and relate to good team working, partnership with parents and the provision of a happy environment for children. Management wish to improve the facility outdoors and purchase new equipment. Practice is influenced through regular staff meetings, training and leading by example. There is commitment to updating practice and developing the nursery through support and liaison with the local advisory teacher team.

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 the provider agreed to: ensure the behaviour management procedures are fully understood by staff; ensure that correct vetting procedures have been followed; extend the range and balance of activities; and ensure the resources are arranged to make them accessible to children aged two to three years and for school age children. They were also asked to safeguard the entrance to the kitchen and obtain written permission from parents to transport children in a vehicle.

The staff team work consistently to the behaviour management procedures, new resources have been purchased and provide a variety and balance of activities for the children from two years up to eight years and are accessible to promote free choice. A gate is in place across the entrance to the kitchen and parents sign consent for children to travel in a vehicle. The safety, welfare and care of children is now enhanced.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider to take action to meet the National Standards. The complaint related to National Standard 14: Documentation. A childcare inspector visited the provision on 25 May 2005. An action was raised and satisfactorily met by the registered provider. The provider remains qualified for registration.

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):

- review organisational routines and procedures relating to staff carrying out cleaning and domestic duties
- continue to develop the planning of areas, resources and staff's knowledge and understanding of the needs of children under three years, for example, through the 'Birth to three matters' framework.

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):

- extend children's learning in areas of mathematical and language development using daily routine activities
- plan and enhance the nursery education environment to ensure resources are interesting, inviting and promote children's communication, literacy and imagination with regard to the book area and role play area
- develop systematic planning, assessment and evaluation of activities so all children's starting points and differentiation aspects are clearly identified and children are sufficiently challenged.

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