

# Brown Bear at Bredbury

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY281132
<b>Inspection date</b>	02 July 2008
<b>Inspector</b>	Jeanne Lesley Walsh
<b>Setting Address</b>	142/144 Oldham Drive, Bredbury, Stockport, Cheshire, SK6 1HB
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<b>Registered person</b>	Brown Bear Childcare Ltd.
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](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 satisfactory.

### 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 playrooms on the ground floor and one room on the first floor. The children have access to enclosed outside play areas, as well as an enclosed roof garden, which is 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 54 children on roll, who attend the nursery for a variety of sessions and of these, 25 children receive funding for nursery education. The nursery supports children with learning difficulties or disabilities and who speak English as a second language.

The nursery employs 10 members of staff. All of the staff working directly with the children hold an early years qualification. The provision receives support from Sure Start and from the

EYFS consultant. They are 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 and regularly attend childcare conferences and seminars. The nursery is registered by CACHE to provide in-house training for professional qualifications.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

The children in the setting benefit from regular exercise, which is included in the daily activity planning. Wearing sun protection creams and sun hats, the children happily ride the wheeled toys, play basket ball or explore a range of activity toys outside in the sunshine and they continue one of their recent activities as they hunt for insects. Inside the younger children crawl and toddle safely, climbing in and out of the soft play area and the ball pool. The older children bend and stretch as they get ready for their dance session. They are developing spatial awareness as they ensure that they have enough space so they do not bump into each other. Bright posters remind them about keeping fit and healthy and they are becoming aware of the effect that exercise has on their bodies.

Children's individual dietary needs are discussed with the parents and they are provided with food accordingly. Meal times are a social occasion where children are reminded of their manners. They begin by singing their 'please and thank you' song and then chat happily with each other in their small groups. Posters showing fresh fruits and vegetables help children to become aware of healthy eating. The children are starting to understand where different foods come from as they are growing their own tomatoes, beans and cucumber. They water and monitor them daily and talk about when they will be ready for them to eat. Fresh drinking water is freely available throughout the session.

There is a sick children policy in place. The staff discuss children's individual health needs with parents and are aware of any specific allergies or illness. All staff have completed first aid training and they also obtain written consent from parents to seek any emergency advice or treatment that may be required. This means that children are appropriately cared for and protected in the event of an accident or emergency arising. Accident and medication records are kept well. These also include details of any injuries a child may have on arrival at the setting.

Children are protected from the risk of cross-infection because they are reminded of positive self-care routines throughout the day. Posters show them how to wash their hands before eating or touching food, after using the toilet or playing outside. They use individual towels and bedding, and tissues are freely available for wiping noses. Nappy changing routines are in place and staff work closely with parents to accomplish positive potty training. Table surfaces are kept clean with anti-bacterial spray and staff use colour coded cloths for all cleaning purposes. However, all bathroom areas are tired and hygiene standards are not adequate to ensure children's full protection. Also some of the carpets in the nursery are badly stained. This increases the risk of infection for children.

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

The provision is good.

The children are cared for in a warm and welcoming environment. The space both indoors and in the outside play areas is organised so that children of all ages can move around safely. Children have access to a very good range of equipment that is well suited to their age and stage of development. The environment is bright and cheerful, with children's work well displayed, along with many photographs showing the children involved in a wide range of activities. This helps them to feel a sense of belonging in the setting and boosts their self-esteem. Outside the areas are well fenced with a mixture of grass and special safety play surfaces. Children observe good safety routines as they move around the nursery, for example, they know they have to hold the rail on the stairs and they do not run in the setting. Some low-level storage means that children have easy access to what they want to play with. However, general storage is not always appropriate, particularly in the baby sleep area where some items currently have to be stored in unused cots.

Generally safety throughout the nursery is observed to be good. Children are secure in their environment and cannot leave the premises unattended. There is a new telephone intercom system in place between rooms, so staff do not have to leave the room to seek assistance. Emergency evacuation procedures are displayed for parents and visitors and fire drills are practised regularly. Children are never left unattended and staff carefully monitor the arrival and departure of any visitors to the setting. Annual risk assessments are required for insurance purposes and general checks are ongoing, with particular attention given to risk assessing any organised outings. However, outside there is a missing grid cover in the play area, which is potentially hazardous to children.

The staff are very well aware of their responsibility with regard to safeguarding children. Policies and procedures are in place and are familiar to all staff. Parents are also made aware of the responsibility the staff have to protect their children at all times and they sign a form to confirm this. There is a designated person for liaison with child protection agencies and Ofsted. The staff demonstrate awareness of signs and symptoms of abuse and talk confidently about appropriate procedures to follow should they have concerns. All staff have completed in-house training on child protection and the local Safeguarding Children Board procedures. Further refresher training is planned for all staff.

The children are learning to keep themselves safe in the community. They are regularly introduced to people who can help them. This includes visits from the community police officers, the road safety patrol and the fire officer. Photographs show how activities, organised following these visits, help the children to extend their learning. For example, the children love to dress up as policemen and postmen and they practise their road safety. They also have several books that support their learning.

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

The provision is good.

The children happily enter the nursery and are pleased to see their friends. They confidently say their goodbyes and settle into the familiar routine. They help themselves to what they want to play with from the activities already set out. The music playing in the background helps to create a welcoming and relaxed atmosphere. The daily routine includes time to follow appropriate systems that ensure that children's individual care needs are well met.

The younger children are provided with an imaginative range of activities that link closely to the 'Birth to three matters' framework. The staff demonstrate a clear understanding of the framework and they use their observations of the children to inform their planning. Records and discussion indicate that the staff know the children very well and provide appropriately for their individual needs. They are already starting to count as they listen and copy the staff. They are amused as they look at their reflection in the mirror and they giggle as they pull funny faces at themselves. They sit supported at the table and they busily practise their mark making with the giant chalks. Their faces are a picture as they sit in just their nappies in the middle of a pool of shaving foam. Some just dip their fingers in, some stand in it and others roll about. They are fascinated with the smell and the texture as they squelch it through their hands enjoying every moment of this well organised, sensory activity.

Their activities also extend outside where they make music and become fascinated by the sound of the rain maker. They sing and crawl through the baby play tunnel and roll on the play mats. They busily explore the range of activity toys as the staff talk to them, explain what they are doing and support and encourage their development.

### Nursery Education

The quality and standards of teaching and learning are satisfactory. The children benefit from choosing from a range of resources that are freely available in dedicated learning areas. Staff demonstrate 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 activities are organised to meet the individual needs of the children. Activities are well planned and resourced and include new experiences as well as experiences that consolidate previous learning.

The children are involved in a range of activities that help to promote a good awareness of number. They count everything constantly, such as flowers, how many fish in the picture, count the dots on the card, how many children, how many knives and forks. This is part of their routine and even the very young children are starting to count. They develop their coordination as they manipulate the coloured discs around the frame of the wooden matching and sequencing game. They have to put them in the same order as they are on their cards. This makes them think, develops their patience and encourages language and colour recognition. At circle time they play pass the bag to music. When the music stops they take out a piece of jigsaw and try to match it to its corresponding number on the puzzle board. They move on to do dance and sing heartily to the music. However, some of the more organised activities go on for too long, particularly at transition times when activities are changing. This results in children becoming restless and also reduces their opportunities to make independent choices of what they want to do.

The children are all involved in activities, which link into their current topic of 'under the sea'. They have turned the home corner into an under sea cave and a beach. They have made their own aquarium and a fish tank containing painted fish, fluffy fish and rainbow fish, and one child wants to know where the octopus is. Stories, books and rhymes are used to consolidate their new learning and there is a treasure basket made up of all related items, along with a puppet show to link with the theme. Constant discussion, explanation and questions with the staff and each other help the children to develop their communication and language skills and their understanding of activities. However, discussion confirms that staff are not keeping parents fully informed of the children's activities in relation to the Foundation Stage curriculum,

which means that they cannot get involved and they are unable to help to extend children's learning at home.

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

The provision is good.

The staff discuss children's individual needs with the parents and these are recorded to ensure that care is provided accordingly. The setting often provides for children with learning difficulties or disabilities. Several staff have appropriate training and experience and work closely with parents and other agencies to support the children and their families. They skilfully adapt activities and care to ensure that every child is included.

The children are learning about difference and the wider world because they have access to a range of activities that raise awareness of anti-discriminatory practice. They read the welcome notices in different languages and they know that sometimes they go on holiday to some of the countries on the world map. The children are reminded of different cultures and religions when they celebrate different festivals on the festival calendar. Most recently they celebrated Fathers Day. They explore a good range of books, toys, foods and role play and photographic evidence shows how these are used to support children's learning. The children are becoming aware of their local community when they go for walks and visit the local library or go to the farm to feed the horses. They are looking ahead to their planned bus and train ride to a local countryside attraction, where they are going on an imaginary bear hunt and a picnic.

Children benefit because the staff work closely with parents to provide a consistent approach to children's care in relation to behaviour management. The children are well aware of the 'golden rules', which are displayed with pictures to remind them that they are all friends. They do not hit, kick or push and they are learning to consider each others feelings as they say sorry and talk about how their behaviour makes them feel. They frequently give each other a cuddle. The staff remind them to do good listening and looking and they encourage the children to help to tidy up. The staff are observed to present themselves as positive role models for the children to copy. The children respond to the positive praise and encouragement they constantly receive, for example, 'thank you you're very good at that' or 'good boy give yourself a clap'. The staff often clap and cheer to celebrate children's achievements, which builds their confidence and self-esteem and results in children generally behaving well in the setting. Children's spiritual, moral social and cultural development is fostered.

Partnership with parents is good. Parents and children are made to feel very welcome on arrival. Daily discussion takes place to ensure that information is shared about the children's day. Parents are given an information pack and offered a settling in period when their child begins at the nursery. Discussion with several parents confirms that they are very happy with the care provided for their children. They explain how well the staff work in partnership with them to support difficulties. These include various issues, such as health or behaviour management problems. Parents describe the positive results they have achieved due to the support of the nursery staff.

Parents are given information relating to the complaints procedures and how to contact Ofsted if necessary.

## **Organisation**

The organisation is satisfactory.

Children are cared for by qualified staff who are enthusiastic and committed to providing a happy and positive learning environment for children. There is a key worker system in place, which ensures that children's individual needs are met and allows them to develop and progress at their own pace. The children are cared for in three separate areas by consistent staff members, which promotes strong relationships and helps the children to feel secure in the setting.

The leadership and management of nursery education is satisfactory. Training opportunities are well organised for all staff. They all attend a range of training to support their role in the setting, the individual needs of the children and their own professional development. This includes in-house training as well as outside training opportunities.

Documentation is all available for inspection. It is kept in good order and shared appropriately with parents. Recruitment and selection procedures are consistent and all staff have completed appropriate vetting procedures. Children are never left in the care of anyone who is not vetted. Staff are supported by an active management team who ensure that they receive regular supervision and support sessions. All staff are aware of the operational plan and work with the policies and procedures of the setting. There is a complaints procedure available for parents and staff and staff demonstrate a clear awareness of the need for confidentiality. 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 improve transition times so that children's educational and care needs are maintained and their choices at this time are increased. They were also asked to provide opportunities for children to gain independence during hand washing, improve arrangements for nappy changing and ensure good hygiene and privacy for older children. They were also asked to improve organisation at meal times so that children's independence and choice is promoted.

Since the last inspection the nursery has made some improvements at meal times, such as encouraging children to help with serving. They have re-organised the grouping of the rooms, which has assisted in providing more independence and privacy for children in the bathroom. However, there are still outstanding issues relating to transition times, such as meal times. There are also issues relating to hygiene in all the bathroom areas. These become further recommendations within this report.

## **Complaints since the last inspection**

Ofsted received concerns in relation to National Standard 1, Suitable person. The concerns were originally shared with another agency. The provision provided an investigation response regarding the concerns raised. Ofsted are satisfied the provider remains qualified for registration.

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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 satisfactory.

### 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):

- update facilities in all bathroom areas and implement a system that ensures good hygiene standards are consistently monitored and maintained throughout the setting
- improve storage arrangements giving particular regard to the baby sleep room area and ensure safety in the outside play area with regard to the missing grid cover.

#### 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 ways to keep parents fully informed of children's activities in relation to the 'Birth to three matters' framework and the Foundation Stage curriculum so that they can extend and support children's learning at home (also relates to care)
- continue to improve transition times to ensure that opportunities for children to have choices and develop their independence are not restricted.

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)