

# Busy Bears Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY350029
<b>Inspection date</b>	08 July 2008
<b>Inspector</b>	Lindsey Pollock
<b>Setting Address</b>	Fields View, Autonn Stile, Bearpark, Co Durham, DH7 7AA
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<b>Registered person</b>	ELG Developements Ltd, Busy Bears Childrens Day Nursery
<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?

Busy Bears Day Nursery is owned and managed by a limited company. It was registered in March 2007. The nursery operates from purpose built premises directly off the main road through Bearpark village. It is open from 07.30 to 18.00, Monday to Friday, every day excluding Bank Holidays and the week in between Christmas and New Year.

The nursery premises consist of an office, an open-plan reception/parents area, Caterpillar room for birth to 15 months, Butterfly room for 15 months to two years, Honey Room for two to three years, Bumbles for three to five years, the Bears Den for gym and free play, a kitchen, a laundry, staff room, three 'Holiday club' rooms and an outdoor play area.

The nursery serves children from the local and surrounding areas. There are 87 children on roll including 27 children who receive funded nursery education. Procedures are in place to support children who have learning difficulties and disabilities or children who have English as an additional language.

There are 20 members of staff working directly with the children. All are experienced and are either qualified or working towards a relevant childcare qualification, and in some cases towards a foundation degree.

The setting receives support and advice from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Good levels of hygiene are maintained throughout the nursery, including in food preparation areas. This helps to prevent the spread of infection and keep children healthy. Strict procedures are followed for administration of medication and recording accidents to safeguard children's welfare. There are several first aid trained staff and steps are taken to ensure that staff who have completed appropriate training are on duty or on outings.

Children are beginning to understand about the importance of good hygiene practices. Older children understand about germs and why they must wash their hands before snack and meal times. They brush their teeth after meals which helps them gain an understanding of oral hygiene. Children's individual routines for sleep and feeding times are respected. Staff recognise quickly when children are tired and respond appropriately. Staff caring for children fully recognise the value and importance of plenty of fresh air and exercise as an effective means of maintaining children's good health. Babies are taken out morning and afternoon if the weather is suitable and are also taken out in the community in buggies. Older children access the outdoor area daily experiencing different types of weather. Suitable clothing and umbrellas are provided so they can enjoy splashing about in the puddles. The large clear area in 'The Den' allows activities such as dancing and structured physical exercises to take place to help children's physical development. All children develop their fine motor skills as they participate in different activities, for example, they poke and roll malleable play dough with great enjoyment. Older children use equipment such as scissors, pencils and cutters competently and skilfully.

Menus for lunch and tea are nutritious and varied. Children enjoy healthy meals such as freshly cooked cottage pie and pasta dishes. Fresh fruit is plentiful and is offered throughout the day as a snack and as an alternative dessert. Lots of drinks are offered throughout the day and older children also help themselves from water jugs to ensure they are not thirsty. Good attention is paid to meeting children's individual dietary needs.

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

The provision is good.

The nursery is warm, well decorated and maintained to high standards. The décor is bright and vibrant with children's work proudly displayed and lots of information for parents. This provides a welcoming environment in which to care for children. Furniture and resources throughout the rooms are of high quality and in a clean, safe condition. There are attractive 'cosy areas' in each room where children can rest and relax. Resources are plentiful and are easily accessible to children in low, attractive storage. This helps to promote their independence.

Staff see children's safety as a priority. The building is secure and visitors are supervised to ensure they do not pose a risk to children. Detailed risk assessments are carried out on the premises and staff are vigilant to keep children safe at all times. Emergency evacuation

procedures are practised routinely to ensure staff and children are aware of how to evacuate the building quickly and safely in an emergency. Children's understanding of safety issues is developing because staff routinely discuss and reinforce limits and boundaries with them. They develop an awareness of risks, for example, they begin to recognise that it is unsafe to run around with pens in their hands as staff give them an explanation for this.

The designated person has a good understanding of her responsibilities for safeguarding children. She has completed recent training and has compiled a detailed policy which is shared with staff. Some staff have completed child protection training and have a sound understanding of the procedures to take should an incident occur.

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

The provision is good.

Children are happy and settled. Good relationships between them and the staff are evident and children approach staff confidently and with affection. The atmosphere is relaxed and welcoming, so that children are helped to feel settled and secure. They are cared for by staff who show interest in them and listen to what they say. Children have individual care plans, these are discussed with parents at the initial visit and the details recorded so appropriate care can be given. Most staff are becoming increasingly confident with planning activities for children's learning and development. There is a good mix of adult and child initiated activities with children's individual interests considered. Observations and assessments are completed by staff and parents are kept advised of these, they are not however fully included in the initial assessments when children first start at the nursery. Children freely explore and make good use of the whole environment. Babies have lots of space to move around and practise their skills in rolling, crawling and walking. There are lots of natural materials and resources, such as different fabrics, which helps children to engage in heuristic play. Young children delight in sensory exploration and mess making as they play with different media and materials such as paint, sand, water, gloop and even mushy peas. They show a good interest in all that is happening and even at a very young age show a developing interest in computers. They enjoy stories and love listening to 'Dora' and are often heard singing songs such as 'Old McDonald had a farm' in groups and whilst they play.

### **Nursery Education**

The quality of teaching and learning is satisfactory which results in children making sound progress towards the early learning goals. Staff's understanding and knowledge of the Foundation Stage is increasing with the support and advice of the Early Years Foundation Stage Coordinator. However, some members of the staff team are not yet as confident about teaching and learning. Although planning is detailed, it does not sufficiently identify intended learning for individual children. This results in some staff not always building on what children already know and can do.

Children are becoming increasingly confident. Older children talk about going to 'big school' and the visits they have had. They chatter happily with each other and the adults caring for them. They listen to favourite stories such as 'Goldilocks and the three bears' with increasing attention and recall, and some are able to re-enact the storyline in their play. Some children make good attempts at writing their names on pictures and show increasing pencil control. They enjoy the 'dancing pens' activity and use their imagination as they draw giraffes, monsters, crocodiles and pictures of the staff. They show an interest in numbers as they count the days of the month on their fingers and more able children know the sequencing of numbers. They

are beginning to construct with a purpose, and design and make a range of objects from the wooden blocks indoors and the blocks outdoors. They enjoy singing familiar songs such as 'I'm being eaten by a boa constrictor' as they practise for their concert. They engage in role play based on first hand experiences, for example, using plastic cups and saucepans when making the dinner in the home corner.

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

The provision is good.

All children are welcomed to the setting and are valued as individuals. They have equal access to all activities and resources to promote their learning and development. Staff work with parents to support children with English as an additional language to ensure they are included in nursery life. They learn about the importance of caring for others less fortunate than themselves as they fundraise for organisations such as Barnardos. They are beginning to learn about the local community when they visit the local shops and go on walks in the area. Their awareness of different cultures and lifestyles is raised as they engage in some activities that reflect their wider world. For example, they sample different foods such as Chinese and Italian. Resources and images which reflect positive images of diversity are readily available throughout the nursery. Children's spiritual, moral, social and cultural development is fostered.

Children's good behaviour is sensitively encouraged and supported so that they learn to be kind, caring and polite. They are becoming good at sharing and learn to take their turn, for example, as they queue to go into 'The Den'. Most help in daily routines by sweeping up spilt sand and helping to put all the toys away at the end of the session. Staff clearly explain why certain behaviour is unacceptable, so that children feel well supported, understand expectations and know that staff will always help them to resolve any difficulties.

Parents enjoy relaxed and comfortable relationships with staff, which helps to promote children's sense of security. Good quality written information is made available to new parents so they are aware of the setting's policies, procedures and ethos. Regular newsletters and daily updates on the whiteboard ensure they are kept fully updated with nursery issues and what is happening. The positive relationships between staff and parents allow for a good two-way exchange of information to ensure children's needs are met. The complaints procedure reflects current requirements but a format has not yet been devised to record concerns.

The partnership with parents and carers with regards to nursery education is satisfactory. Parents receive some initial information in written form and the activity planning is displayed in the nursery room. Photographs are used well in development records to log and share children's experiences, and their achievements are attractively catalogued in their own 'Busy Bears learning journey' which they receive at the end of their child's placement. Sound procedures are in place for assessing children on entry so staff are aware of what children can do, but parents are not fully involved in this process. Information about children's progress towards the early learning goals is discussed informally throughout the child's time in the setting and also at the parents open evening. However, there is limited information on how parents can extend their child's learning at home. Parents speak positively of the provision for nursery education.

## **Organisation**

The organisation is good.

The management team is committed to developing care and education for children and respond positively to advice to help them do this. The nursery environment is organised well to promote children's welfare and safety. Areas within rooms and daily routines are clearly planned and flexibly implemented to respond to children's varying needs and interests.

The leadership and management of the nursery education is satisfactory. The management team, including the setting's Early Years Foundation Stage Coordinator, is very positive and keen to develop their practice. They are working hard to develop the nursery education and promote children's learning.

Rigorous recruitment and selection procedures are in place to ensure the suitability of all staff and volunteers. Effective supervision and appraisal sessions are held to monitor staff performance, to promote personal development and to recognise strengths within the team. However, these need to clearly address the areas for improvement within the nursery education. Induction procedures are implemented with new staff so they are aware of the setting's procedures.

Documentation is very well organised to maintain the safe and efficient management of the setting. Written policies and procedures are of high quality which helps staff to provide good quality childcare. All mandatory policies are in place, shared successfully with staff and included as part of the induction process.

Overall, the provision meets the needs of the range of the children for whom it provides.

## **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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## 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):

- continue to develop systems for planning and assessments to clearly show children's individual interests and their next steps for learning and development, and encourage parents' participation in the assessment process
- devise a format to record complaints from parents.

### **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):

- continue to develop the systems for monitoring the nursery education to identify areas for improvement
- continue to develop the existing observation, assessment and planning systems and ensure all staff develop their knowledge and understanding of the Foundation Stage and of how to promote children's learning
- increase the ways in which parents can be involved in their child's learning and in the assessment process.

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