

Brown Bear at St Bernadettes

Inspection report for early years provision

Unique reference number

EY295787

Inspection date

02/07/2009

Inspector

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Setting address

St Bernadette's RC Primary School, Foliage Road
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Type of setting

Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Brown Bear at St. Bernadettes is one of three private nurseries run by Brown Bear Childcare Ltd. under the Neighbourhood Nurseries initiative and was registered in 2004. It operates in a purpose built annex of the Primary School and provides wrap-around care for the adjacent Foundation Stage Unit. The children are cared for in two separate areas, having access to an enclosed outdoor play area. The nursery is fully accessible, having ramps and disabled toilet. A maximum of 28 children may attend the setting at any one time. The nursery is open weekdays from 08.00 until 18.00 for 51 weeks of the year. There are currently 38 children on roll, within the age range of birth to five years. This includes 22 three and four-year olds, six of which are in receipt of Early Years Education funding, 12 two year olds and four aged between birth and two years.

The setting currently supports two children with additional needs. There are no children who speak English as second language. The nursery employs 10 staff. Of these, eight hold a professional childcare qualification. The team leader is working towards a level 4 management qualification, one member of staff, currently level 6, has been employed to undertake Early Years Professional Status, three are qualified at level 3, two are qualified at level 2 and two are working towards level 2. The nursery is supported by the companies Senior Early Years Practitioner, Operations Director and Administration and Finance Director. Brown Bear Nurseries are members of the local Nursery and Pre-school network and the National Day Nursery Association. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Registers.

Overall effectiveness of the early years provision

Overall the quality of provision is good. Meeting the different needs of every child is the central driving force of the setting which, as a result, promotes very inclusive practice. The children's interests and experiences are used as starting points to develop planning across broad themes, promoting a high degree of curiosity. However, the scheduled breaks for snacks and outside play disrupt learning. There is a strong parental partnership emphasising security, well-being and learning, but parents are not taking the opportunities provided to access or contribute to their children's developmental records. Good progress has been made since the last inspection and the setting has a good capacity to improve further.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- raise the profile of developmental records so that parents become more involved in their children's learning
- maximise the children's learning by extending the existing continuous provision through snack time and ensuring free-flow access to indoor and outdoor spaces.

The leadership and management of the early years provision

The team manager, working with the Operational Director, who visits regularly, ensures very careful consideration is given to each aspect of the Early Years Foundation Stage (EYFS). The staff work closely together as a team and have good in-depth knowledge of all the children in their care. Procedures are agreed and understood by everyone, consequently the setting runs smoothly on a day-to day basis. Self-evaluation is well-developed, with strengths and areas for development correctly identified. It involves all staff, with parents and children actively commenting on the setting, for example, one child has written, 'I like playing and making things at nursery'. All safeguarding checks are robustly carried out and all related policies are in place. Copies of all policies are available in the foyer for parents, complimenting a wide range of additional and purposeful information. Parents consider the setting to be efficient and flexible, accommodating individual parental requirements and, through regular daily contact, keeping them informed of all their children's needs and developments. The developmental records for individual children are available for parents on request, but they are not taking the opportunity to access them regularly or contribute towards them. Good links exist with the Children's Centre and the receiving school, St. Bernadettes. Inclusion is promoted sensitively across the setting and any children needing additional support are identified early. The positive relationships established with external agencies ensure that provision to meet any specific individual needs is quickly put into place. The impact of 'Brown Bear' is particularly evident in relation to the demonstrable improvement in speech and language development.

The quality and standards of the early years provision

Within a very safe, well-equipped learning environment, both inside and outside, staff focus on children's learning. Careful planning and assessment, across all areas of development, are integral to this good provision. The children's specific interests are noted daily and evaluated in order to support the next steps in their learning. As a result, children are actively engaged and enjoying their education. One child commented, 'I enjoy coming to this nursery, it is fun'. The balance of child-initiated and planned, adult led activities is good, and children are making good progress particularly in personal, social and emotional, and speech and language development. However, the children's continuous learning is interrupted by the scheduled breaks for snacks and outside play.

The planned activities, both inside and outside, enable explorative learning to take place and at the same time ensure language development is prominent. Children playing outside in the water tray, were trying to scoop up weighted sea creatures with a sieve, but were finding this much more difficult than scooping up the objects that floated. Careful questioning, by an adult, started to elicit possible reasons for this experience. They are learning, very successfully, to work independently and with each other, developing good collaborative skills. Particular attention is given to developing good behaviour, taking turns and responding to the needs of others.

All-embracing assessment procedures ensure the next steps for each child's learning and development are clearly identified and displayed for all staff to access. On-going observations, undertaken daily, note achievements, which build up into the children's individual comprehensive 'Learning Journey'. Progress towards the early learning goals, in relation to the children's starting points, is tracked easily enabling any gaps in learning to be recognized quickly.

Healthy lifestyles and healthy eating is promoted through interactive displays in the foyer, the availability of healthy snacks during the morning and a healthy lunch. Lunch-time is a social occasion, where the children sit in groups, talk to each other and good hygiene practices are being established. Children are beginning to understand the benefits of being active outside and the dangers of exposure to the sun are reinforced through the use of sun-cream and the wearing of sun hats.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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