

Bears Hideaway Nursery

Inspection report for early years provision

Unique reference number EY335199
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Inspector Dinah Round

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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).

Description of the setting

Bears Hideaway Day Nursery is a privately owned day care facility in Southbourne, Bournemouth registered in 2006 having changed ownership within the family. It operates from three playrooms on the ground floor of a converted house. All children share access to a secure enclosed outdoor play area.

The nursery is registered on the Early Years Register to care for a maximum of 30 children at any one time. The setting is open each weekday from 08:00 to 18:00 for 51 weeks of the year. There are currently 62 children on roll. Of these 19 children receive funding for early education. The nursery currently supports children with learning difficulties and disabilities and welcomes children who speak English as an additional language. Children are able to attend for a variety of sessions.

A team of 10 staff work with the children, eight of whom, including the manager, hold appropriate early years qualifications. Two of the remaining members of staff are working towards a qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Children benefit from accessing a welcoming environment which is sufficiently well-planned, where staff provide a varied range of interesting play experiences, which contribute towards children's learning and development. Children's welfare is suitably supported; although on the day of inspection security procedures were not followed to ensure children were protected. Effective partnerships with parents ensure information about the children's care and well-being is continually shared. There are systems in place to evaluate the provision and consider areas for ongoing improvements for children.

What steps need to be taken to improve provision further?

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

- make sure that the security measures are consistently followed to protect children and ensure their safety
- review the organisation of routines, in particular lunchtimes so that children are not kept waiting for long periods of time so they get restless
- organise resources and space effectively to support free-flow between activities and provide opportunities for self-initiated play, to fully extend children's learning and development

The leadership and management of the early years provision

Clear policies and procedures are in place, which include appropriate recruitment and vetting procedures to ensure staff's suitability to work with children is assessed.

Documentation to support children's welfare is appropriately maintained and easily accessible. Effective measures are in place to make sure that children are kept safe and secure when going on local outings. Risk assessments are carried out for areas children access to help identify and minimise risks which ensures that children can move around safely in their play. There are clear security measures in place, however, on one occasion the gate entrance system was not monitored effectively by staff to ensure children's safety. Staff have a sound understanding of safeguarding issues and know to report any concerns about a child's welfare to senior staff members. The group has a positive attitude to the ongoing development of the nursery and use the local authority quality standards to help monitor their provision and identify areas for improvement.

The environment is sufficiently well-organised. The separate play rooms for different age groups of children and the provision of age appropriate furniture and resources enables children to explore their environment safely. However, organisation of some routines, such as meal times, is not always fully effective as children spend periods waiting and start to get restless. A key person system is followed which means children are cared for by staff who know them well and helps children to feel secure. Staff work together well as a team regularly communicating to ensure that children are suitably supported.

Good partnerships are established with parents and carers which supports staff in providing for children's individual care needs. Parents are provided with useful information about the setting through the nursery prospectus, regular newsletters, notices displayed and access to the nursery website. Daily information sheets are used to exchange details with parents about their child's day, such as food eaten, nappy changes, sleep times and the activities they have been involved in. Children's individual progress is shared with parents both informally and through children's folders which are sent home to encourage parents to get involved in their child's learning.

The quality and standards of the early years provision

Children are happy and settled and they relate well to the friendly and caring staff. The positive reassurance from staff helps children feel secure and means that children are developing a sense of identity within the group. Staff plan and set out a variety of activities and play opportunities which cover the six areas of learning and include time-tabled use of the spacious outdoor play space. However, the structured routines and organisation of resources provide limited opportunities for children to self-initiate their play, which impacts on their learning and development. Observations and assessments are completed by staff to record children's progress, the systems used have recently been updated to help staff reflect on the next steps in children's learning. Children are learning about their local community through frequent outings, such as trips to the shops to buy fruit for lunch and visits from the community police officer to talk about keeping themselves safe.

Children's language is developed through discussion, older children enjoy listening to and joining in with the group story of 'Whatever Next' while younger children

cuddle up to staff to look at picture books and listen to nursery rhymes. Children have some opportunities to develop an awareness of counting and problem solving through planned activities and access to puzzles. For example, they count the ingredients when helping to make the playdough and gain awareness of changes when liquid is added to the dry ingredients. Children use their imagination well as they pretend to blast off to the moon in a cardboard box and cut pieces of playdough to make their 'Strawberry soup'. Children have regular access to sensory materials, such as paint, water and sand. However, creative activities are often very adult-led with little option for children to make independent choices and freely develop their own creativity. Children are taught to consider the needs of others as they learn to share and take turns during their play.

Children's health is well promoted. They are protected from the sun, as shaded areas are effectively set up outside and staff make sure they have sun cream and sunhats on when playing outdoors. Children's physical development is fostered through access to a broad range of outdoor play equipment to support their balance and co-ordination skills. Staff follow good hygiene routines and procedures, which helps to minimise the risk of cross-infection and children are taught the importance of washing hands before eating. Children enjoy healthy hot and cold meals, which include fresh fruit, and are prepared on the premises, with all children's individual dietary needs taken into account. They gain awareness of where food comes from as they grow and eat vegetables. Children learn to keep themselves safe through receiving gentle reminders from staff during their play and taking part in fire evacuation practices.'

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?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	3

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	3

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	3
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
How well are children helped develop skills that will contribute to their future economic well-being?	3

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