

BBDC Childcare Providers

Inspection report for early years provision

Unique reference number

EY396976

Inspection date

05/01/2010

Inspector

Teresa Marie Taylor

Setting address

249-241 School Road, Yardley Wood, BIRMINGHAM, B14
4ER

Telephone number

01214304400

Email

debbie-moran@hotmail.co.uk

Type of setting

Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404040, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 08456 404040
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Bouncing Bears Day Care opened as a limited company in 2009. It operates from four rooms in converted commercial premises in the Yardley Wood area of Birmingham and is within easy access of local facilities. A maximum of 71 children may attend the nursery at any one time. The nursery is open each weekday from 7.00am to 6.30pm for 51 weeks of the year. Children have access to a secure enclosed outdoor play area.

There are currently 29 children on roll of whom 23 are in the early years age group and of these 16 receive funding for early education. The setting is also registered on the compulsory and voluntary parts of the Childcare Register. The setting operates a before and after school club which is open from 7.00am to 9.00am and 3.00pm to 6.30pm during term-time and full-time during school holidays. The nursery currently supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The nursery employs eight members of staff, of whom, seven hold an appropriate early years qualification and one member of staff is working towards a relevant qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and settled in the nursery environment where they feel safe and supported by the staff. Children are provided with a range of play activities enabling them to progress in all areas of learning. Staff have an understanding of the Early Years Foundation Stage and encourage parents to be fully involved in all aspects of their child's care and learning. However, planning, observation recording, assessments and self-evaluation systems are all at an early stage. Children's uniqueness and individuality is recognised and managed well. Well-written policies and procedures underpin the groups practice and all are available for parents but, these are not always carried out, for example the register did not include all children present. Effective partnerships with parents and other agencies ensure information relating to individual children's progress and needs is shared appropriately.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs (Organisation) 29/01/2010
- ensure a daily record of children's attendance is kept 06/01/2010

(Documentation)

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

- increase the range of resources to promote positive images that challenge children's thinking and help them embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- ensure staffing arrangements are organised to meet the individual needs of all children with specific reference to lunch time.

The effectiveness of leadership and management of the early years provision

Staff have a clear commitment to safeguarding and are well informed about procedures to keep children safe. All staff undertake regular safeguarding training to keep up-to-date and they fully understand the requirements of the Local Safeguarding Children Board. Policies, procedures and documentation for the effective and safe running of the setting are well organised and mostly effectively implemented. There are sound recruitment procedures should additional staff need to be recruited. The staff successfully promote all areas of equal opportunities and inclusion, ensuring children are given a broad understanding of the wider world but there are limited resources to enable children's independent learning. The indoor and outdoor environments are subjected to thorough risk assessments to ensure any potential hazards to children are minimised. A regular checking and cleaning schedule ensures children are kept safe and the risk of cross infection is minimised.

The owner/manager and staff have a clear vision for the future of the setting and have identified areas for improvement which include; improving their systems for observation and assessments to provide clearer evidence for planning the next steps for children and improvements to the playrooms and outdoor area. Staff regularly undertake additional training courses in order to continue to develop and improve outcomes for children and individual staff training plans are up-dated twice a year. The staff commitment to continuous improvement is very good. They are proactive in obtaining the opinions of both parents and children and reflect on their practice to ensure appropriate care and learning opportunities are provided for the children. Communication both with parents, children and other agencies ensures children's individual needs are met effectively. Parents have access to daily discussions, children's individual folders and regular progress up-dates ensuring they are fully aware of all aspects of their child's day. They are encouraged to be fully involved in all aspects of their child's care and learning. The group have clear procedures in place to liaise with other agencies to support children with special educational needs and/or disabilities ensuring individual needs are met.

The staff actively promote the uniqueness and individuality of each child. They provide a range of age-appropriate activities and resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. All children and families are highly valued. Parents are provided with regular questionnaires encouraging them to take an active part in the setting.

Recent responses showed that parents are happy with the nursery and no areas for improvement were identified by them.

The quality and standards of the early years provision and outcomes for children

Children are making progress as they enjoy a range of suitable activities. They are very settled and relaxed and are given a high level of support by a committed staff group. However, planning is insufficiently robust. There is a lack of coordination between children's starting points, observations and assessments and therefore, individual children's progress is not well recorded and next steps for their learning and development not well defined. Children are happy and have a sufficient range of planned and free choice learning experiences which keep them involved and busy for most of the day.

Children are very confident when exploring the environment both indoors and out. They are encouraged to play an active role in their own learning, make choices, decisions and extend activities with the staff providing appropriate support. A range of planned activities and some resources help them to understand the wider world as they explore the natural environment, discuss other cultures, abilities and disabilities, celebrate festivals and have a range of posters and labels in languages other than English. They are given clear rules regarding behaviour with staff being excellent role-models. As a result children behave very well, understand each other's limitations and have superb self-esteem. They freely express their feelings, ask for help when they need it and willingly share. Children play both independently and together, understand why they need to share or take turns and have very good communication skills, this enables them to develop skills for their future. They make good progress in their communication, language, problem solving and number skills as they enjoy a range of interesting experiences. For example, in response to the snow staff put aside planned activities for a while and took the children outside. Children discussed the snow, made snow balls and were very excited. During another activity, using a story sack, children discussed suitable clothing with the staff member asking open ended questions about clothing suitability. During all activities staff ask children to name colours, count and compare. Fine motor skills are encouraged through the use of a computer mouse, a range of writing and drawing activities and putting on and taking off their outdoor clothing. Children are actively encouraged to discuss their chosen play activities, sing songs and repeat favourite nursery rhymes. They enjoy physical activities including digging and planting in the garden.

Children have a strong sense of belonging in the security of the group. They show they feel safe and confident as they show affection to the staff, giving and receiving cuddles, share their news and eagerly take visitors into the conservatory to see the snow. However, staff are sometimes distracted by the phone or arriving parents and direct supervision of the children is reduced. Children show their understanding of keeping themselves safe through their good behaviour, consideration of each other and show they understand safety rules such as not climbing on chairs or running indoors. They learn effectively about personal safety through well organised topics on road safety, stranger danger, by practising the

fire drill and regular discussions, when on outings, about community personal for example, road crossing supervisors, the police and fire brigade. Children regularly go to the local shops to purchase cookery ingredients and ethnic foods to support activities like making pancakes and to celebrate festivals.

Children show they understand about a healthy lifestyle as they make informed choices about what they eat as they choose from a selection of fruit at snack time and choose between two healthy main meals at lunch time. Staff discuss healthy eating during activities and meal times. For example, during an activity with 'Charlie the chef' and a story sack children quickly identified foods that were good for them and those that were not. They knew the foods not good for them contained too much sugar or salt. There are very good displays about personal hygiene and children understand why they should wash their hands and use tissues when sneezing. Children know that physical exercise is good for them as staff discuss the effects of exercise and explain that fresh air is good for them so long as they dress appropriately to the weather. They have access to a range of outdoor play resources including, balls, bikes, a slide, ropes and gardening equipment. Children's general good health is promoted as they make the most of the fresh air and the outdoor play available to them every day with all activities available outdoors in good weather.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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