

# Bicknor Bears Day Care Centre

Inspection report for early years provision

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**Unique reference number**

EY397606

**Inspection date**

08/10/2009

**Inspector**

Jane Neech

**Setting address**

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**Type of setting**

Childcare on non-domestic premises

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## 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.

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## **Description of the setting**

Bicknor Bears Day Care Centre is situated in the grounds of English Bicknor Church of England Primary School. It opened in September 2009 and operates from an open plan building, which has an indoor play area, enclosed kitchen area, separate bathroom and toilets with washing and baby changing facilities. The centre building has disabled access. However, the newly designated outdoor play space has no disabled access, but there are plans to ensure such access is available in the near future.

The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 12 children under eight years of age may attend at any one time, of whom no more than eight may be under three years of age. There are currently 12 children on roll, aged from three to under five. All of whom receive funded early years places. The centre is open during term time on Monday morning, and all day Tuesday, Wednesday and Thursday from 09:00 until 15:00. Children who stay for the whole day are able to eat a packed lunch.

Four members of staff are employed. All of whom hold early years qualifications to at least level 2. One member of staff has a degree in childcare. The centre has links with the primary school on site.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The needs of all children including those with special educational needs and/or disabilities are being well met. Children enjoy a good range of activities provided by a caring staff. As a result children make good progress and feedback from parents praises the centre's work. Leaders and managers have responded well to the needs of the community leading to a real sense of shared values and ownership. The manager and staff make sure that self-evaluation identifies priorities for development so that from the strong beginnings, the centre demonstrates a good capacity to continue to improve.

## **What steps need to be taken to improve provision further?**

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

- put together a timetable for the formal adoption, monitoring and review of policies (Documentation). 08/10/2009

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

- develop the newly designated early years outdoor area to provide an

attractive learning environment with a range of play opportunities

## **The effectiveness of leadership and management of the early years provision**

The strong leadership team is having a positive impact on the centre's work because those in charge rigorously follow procedures to safeguard all children. Policies are detailed and all staff are fully trained to ensure children are well cared for at all times. Regular risk assessments of activities are undertaken leading to a high level of care. Staff demonstrate a good understanding of their roles and responsibilities, and daily routines are well organised to provide resources and play areas that are child centred. As a result children make good progress from their starting points. The centre has worked tirelessly to put policies and procedures in place but as yet they are not formally implemented and this is an area for development. Rigorous safety procedures ensure that the children are safe at all times. Staff are vigilant when taking the children outside and the school and centre work seamlessly together to maintain high levels of safety. In addition staff are carefully vetted and encouraged to undertake training linked to specific areas such as being healthy and staying safe.

Leaders have a clear understanding of the strengths of the setting and the areas for development. The common sense of purpose between all adults is reflected in the high standards of provision and inclusive nature of the centre. Self-evaluation is in the early stages and is satisfactory.

The excellent relationship between the centre and the trustees underpins the outstanding drive and ambition by the chair and all staff in wanting 'the best' for the children who attend Bicknor Bears.

The partnership with parents and carers is good and this supports children's learning and development well. Parents spoken to during the inspection report that their children settle happily and that staff are friendly and approachable. The centre has set up comprehensive records to track each child's development and there are clear plans in place to share these with parents and carers. There are also plans in place to provide more opportunities for parents to put forward suggestions or concerns.

The partnership between the centre and the school supports the smooth day to day running as well as giving children opportunities for learning activities. There are further plans in place for the school and centre to work together in developing more opportunities for learning which will benefit all children and their families.

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

The warm and welcoming atmosphere is a strength of the centre and children play happily and are confident as a result. A range of interesting and stimulating activities are available for them. Provision is of high quality and as a result children

are making good progress in all aspects of their learning and development. Planning starts from the children's interests and ensures that all aspects of the Early Years Foundation Stage framework are covered. There are clear links to assessment information and this informs staff and parents of how well children are doing. Assessment information includes observations of children, samples of their work, photos and learning journeys.

There is flexibility in each activity to allow for children's individuality and as a result children confidently investigate and try out new activities such as mixing paint colours. Children enjoy putting colours together and were able to express themselves well in describing what they were doing. For example, one three-year-old mixes white and black to make grey. Other children take the activity in a different direction and are 'tickled pink' about painting on their hands and could accurately count how many fingers they had painted. Children clearly enjoy their time at Bicknor Bears and play well together. They respond well to stories read to them by adults and will happily choose books to look at by themselves sitting on the soft cushions provided. Adults are well deployed to support children and this they do through the use of good questioning and modelling play. As a result of the positive relationships children's social skills and language development are a particular strength and they talk readily to visitors.

Some children's skills are well developed and when invited to do so, one three year old confidently draws a picture on the inspector's notepad. Children show a high level of sensitivity towards one another. Two three year olds show great care for one another by carefully washing each other's faces after a painting session. This independent behaviour is sensitively encouraged and supervised by adults and leads to children's high levels of independence and maturity. Children demonstrate good hygiene habits and know about washing hands. They eat together at the table and display mature social skills during the lunch session. Adults act as good role models and this leads to a pleasurable lunchtime experience for everyone. There are planned opportunities to play outside and the setting has rightly identified that they want to develop the outside area further to provide a wider range of opportunities. For example, children have great fun taking the baby for a walk in the school playground and also enjoy healthy exercise in the sunshine.

All welfare requirements are fully in place and there are clear systems to ensure that the care and welfare of children is appropriate to their needs. Children are listened to by adults and are encouraged to listen. As a result they respond well and behaviour is good. Children are developing good independent skills and are being well prepared for the future.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	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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