

Bear Necessities

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

Bear Necessities is a privately owned nursery and has been registered since March 2005. The purpose-built nursery is situated in the Blackley area of north Manchester. The nursery consists of four rooms where children are accommodated according to age and stage of development. Children have access to enclosed outdoor play areas.

The nursery is registered on the Early Years Register. A maximum of 97 children may attend the nursery at any one time, of whom 45 may be under two years. The nursery is open each weekday from 7.30am to 6.30pm all year round except for Christmas and public holidays. There are currently 96 children on roll. Children come from a wide catchment area and attend a variety of sessions. The nursery currently supports children with special educational needs and/or disabilities.

There are 25 staff working with the children. Of these, 20 hold early years qualifications and five are working towards a qualification. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a warm and welcoming environment in which children, parents and staff are valued. Staff build excellent relationships with parents and have highly effective systems for recording children's progress, abilities, likes and interests observed at home and nursery. Therefore, they know children well, meet their individual needs and provide many opportunities to enable all children to make good progress towards the early learning goals. The provider and management team are skilled in leading the staff team, who are clearly motivated, have a pride in their work and have a strong commitment to the continuous improvement of the nursery. They have a clear vision for future plans which will have a positive impact on children.

What steps need to be taken to improve provision further?

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

- continue to develop the outdoor play area, as planned and ensure that this is used effectively to encourage children's development in all areas of learning and to encourage their learning of the natural world
- continue to develop the creative and malleable areas within the blue room
- record starting points gathered from parents regarding children's abilities upon admission to nursery.

The effectiveness of leadership and management of the early years provision

Children are safeguarded well. Staff throughout the nursery have a clear understanding that the protection of children is paramount and of their responsibilities within the nursery's comprehensive safeguarding children procedures. As staff listen to children and encourage them to be confident, be assertive and develop respect for themselves and each other, they develop skills to keep themselves safe. A wide range of policies and procedures and thorough recording systems further promote children's welfare and safety.

All staff are valued as professionals and recognise the vital role they play in children's care and learning. They are given many opportunities to be involved in developments within the nursery. Various systems are in place to check out staff's knowledge and understanding of the Early Years Foundation Stage (EYFS), policies and procedures and early years initiatives that are implemented within the nursery. Good support is given for their professional development. Therefore, the nursery has a well-established staff team who are positive and knowledgeable and work well together.

The nursery is bright and inviting. Good quality toys and resources are easily accessible to children and provide suitable challenges and stimulation. These cover all areas of learning and include natural materials and everyday objects. This is a particular strength within the older children's room, where staff have spent time creating an exciting learning environment where children eagerly choose from a superb range of toys and materials, enabling them to follow their interests, extend their play and practise and consolidate their skills. Other rooms are in the process of developing their areas, most notably the creative and malleable resources in the room for one- to two-year-olds. The nursery's commitment to sustainability is demonstrated by pictures reminding people to turn off unnecessary lights, recycling paper and children being gently reminded to take care with toys and resources.

Self-evaluation processes incorporate the views and opinions of children, staff, parents and outside agencies and are effective in highlighting areas for development that will have a positive impact on outcomes for children. These are realistic and acted upon promptly, resulting in a nursery that is constantly striving for improvement and achieving its goals. Having identified that the outdoor play area needed developing, the nursery has secured funding and plans are in place for work to be carried out. The nursery is also proactive in implementing other early years initiatives, such as Every Child a Talker.

The nursery has effective partnerships with other professionals in order to ensure that children are given appropriate support to help them reach their full potential. Staff build links with other settings that children attend that deliver the EYFS. They have an effective transition process in place to help children settle happily into school.

Partnerships with parents are superb. Many innovative ways are in place to give

parents opportunities to be fully included in nursery life. For example, through stay and play sessions, parents' forums, newsletters, open evenings, noticeboards and questionnaires. Nevertheless, staff understand and respect parents' choice with regard to their level of involvement. Parents share information regarding their child upon admission to the nursery. Information regarding their individual needs, likes and dislikes is recorded. Children's current skills and abilities are discussed but are not recorded to give evidence of children's starting points from which to track their progress. Parents are involved in the observation and assessment process as information regarding children's achievements and progress at home and nursery is shared freely. Feedback from parents is very positive. They find staff approachable and responsive to any concerns or ideas. They feel that their children are valued as individuals and are given good levels of support and challenges based on their abilities and interests. They also appreciate that the cook spends time talking to the children about their food likes and dislikes and that they are provided with nutritious meals, freshly prepared in the nursery kitchen.

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

Staff's in-depth knowledge of their key children is reflected in children's development records. Excellent observation and assessment systems ensure that observations of all children are regularly assessed, next steps are devised and children's progress towards these steps and the early learning goals is reviewed, thereby allowing staff to plan how to support children in reaching their goals and to review how effective these are. Parents are fully involved in this process, sharing children's achievements, experiences and interests observed at home.

Staff are skilled in supporting and interacting with children in a way that best promotes their learning, based on their knowledge of individual children. This is done primarily through child-initiated play and is complemented by well-planned adult-initiated activities. Children with special educational needs are given excellent support and staff celebrate their achievements.

Children are enthusiastic and active learners. They play happily independently, with peers and with adults. Young babies watch each other intently and begin to vocalise to each other. Staff take delight in their progress, repeating sounds and encouraging their progress through positive body language, tone of voice and providing activities that interest them. Babies who are beginning to walk are motivated to take more steps as they walk to a member of staff holding out a ball. Staff clap and cheer in praise. Staff offer comfort and reassurance and are responsive to babies' needs if they are tired, hungry or anxious. Therefore, they settle quickly with the familiar staff in the room.

Older children chat eagerly, demonstrating their good language skills as they negotiate roles, give each other instructions and describe what they are doing in their imaginative play. Children take full advantage of many opportunities to write and make marks and staff interact skilfully with children, encouraging less-confident children and providing further challenges for confident children with advanced skills in this area. Children and babies enjoy looking at books, and

reading materials are available in various areas of the room to support learning. Children use pictures and their recollection of the story to 'read' a familiar book to adults and each other. They refer to a recipe book in the malleable area when deciding what to make with the play dough.

Children learn to use mathematical language during their play as they mirror staff. They count and describe objects by size, shape and position. Children have opportunities to freely explore a wide variety of media that is consistently available. However, opportunities to explore and learn about the natural world are more limited. Children have fun hiding objects in sand and are fascinated as they watch and feel water as it falls from holes made in the bottom of a plastic carton. All children develop their creative and imaginative skills as they develop complex games in the role play areas and have opportunities to create their own pieces of work using a variety of art materials. Equipment for information and communication technology is used well to support children in their learning and older children confidently use simple computer programs.

Staff give children clear and realistic boundaries and expectations. They are aware of children's interests and possible situations children may find difficult. Therefore, they effectively create a positive environment in which unwanted behaviour is generally avoided. Children learn about their own and others' customs and beliefs. Staff show an interest in children and their lives. They talk to children about recent trips to visit relatives in other countries. The environment is rich in positive images of our diverse society, enabling children to develop a positive self-image and to learn about similarities and differences and a respect for each other.

Healthy lifestyles are encouraged as children have daily opportunities to spend time outdoors and develop good large muscle skills and coordination. Children enjoy making choices from healthy snacks and meals. Mealtimes are relaxed and sociable and babies and children are given appropriate utensils and are supported in developing skills, independence and a sense of belonging. Babies are given spoons so that they can begin to feed themselves. Older children are supported in serving their own food and in assisting in bringing plates and cutlery from the kitchen and in setting the table.

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?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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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