

Bouncy Bear Childcare

Inspection report for early years provision

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Inspector Denise Franklin

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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

Bouncy Bear Childcare is situated in the children's centre based at Beech Grove Primary School in Wellington. It is a privately run provision and opened in early 2007. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting has extremely close links with the children's centre, providing some of the crèche facilities for training courses. There are also very close links with Beech Grove School.

The setting is registered to provide care for a maximum of 24 children under eight years of age. There are currently 47 children in the Early Years Foundation Stage on roll, 17 of whom are in receipt of funded nursery education. There are 10 members of staff who work with children. The manager has a Level 4 qualification and the rest are suitably qualified to Level 2 and 3 in early years. In addition, the setting receives support from the local authority early years team. The provision is open Monday to Friday, 8am to 6pm all year round.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Bouncy Bears Childcare at Wellington Children's Centre is highly effective. The setting has successfully maintained its outstanding grade for care from the last inspection and significantly improved the quality of the provision. Children, including those with special educational needs and/or disabilities, are making very good progress in their learning and development and achieving extremely well. Leadership and management are outstanding and all staff work extremely well together to ensure that the needs of each child are met. The setting has excellent capacity to continue to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- ensure children have opportunities to move freely inside and outdoors
- provide opportunities for older children to take special responsibilities in order to contribute to the day to day organisation of the setting.

The effectiveness of leadership and management of the early years provision

The manager is highly motivated and continually strives to ensure that very high quality provision is provided for all children. He is extremely well supported by a very committed team of staff who have an excellent understanding of their roles and responsibilities because of the comprehensive systems in place to support them with their routines. Safeguarding procedures and all other arrangements to

ensure the children's care and well-being are of the highest quality. This includes detailed risk assessments and procedures to ensure the suitability of staff to work with children. These policies and procedures are excellent, rigorously implemented and records are extremely detailed.

The manager very effectively monitors and evaluates provision with support from staff, parents/carers and children. He meets with individual members of staff every six weeks to identify their strengths, areas for development and to discuss training needs. Questionnaires for parents are collated to support planning and the organisation of the setting. Children are regularly asked for their ideas and suggestions. Planning is evaluated weekly and information used well in future plans. Currently, the manager is working closely with the manager of the children's centre to identify strengths and areas for development within the partnership between the setting and centre. The setting has rightly judged itself as outstanding in many aspects of its work and has effectively ensured that the recommendation from the last report concerning more detailed planning has been addressed. Areas for improvement are well targeted to improve the provision even further. The manager and staff are keen to introduce any new initiative to improve provision and support the needs of the children. For example, staff are currently involved in training to support children's communication skills, through 'signing', a local authority initiative.

Resources are high quality and easily accessible to the children. Staff deployment is excellent. This effectively ensures all children have equal access to all activities, there is no discrimination and their individual needs are fully met. The setting takes account of children's needs and the different cultural diversities in Britain are celebrated extremely well.

Partnership with other settings, the children's centre and the local school are outstanding. The setting provides excellent facilities to enable the children's centre to support parents. Regular activities with the school enable children to confidently transfer to school. The setting is working very closely with the other partners on the site to gain funding to improve the outdoor learning environment.

Partnership with parents/carers is outstanding. Parents receive regular newsletters and curriculum information. Daily information is recorded in each child's contact book and shared with parents at the end of each session. Parents' evenings are held at least twice a year and the setting has an 'open door' policy. Parents are happy to discuss any concerns with their child's key person and every six weeks parents contribute to their child's development folders. The setting ensures that children take home at least two pieces of work each week and also provide activities for parents to do with their child at home. These strategies are very effective and support children's learning and development.

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

Most children make excellent progress and achieve extremely well. They thoroughly enjoy their time at the setting and behaviour is excellent. Children have

very strong relationships with staff and with each other and play together very well. Activities are very well planned both from the children's interests and by using the Early Years Foundation Stage Framework to ensure coverage. Learning intentions are clear and planning shows how the needs of all children, including those with special educational needs and/or disabilities are met. Activities to challenge individuals are also clearly planned for. Staff have excellent knowledge of the Early Years Foundation Stage curriculum and make very good use of the statements for assessing each child. Progress is carefully tracked in each child's developmental folder. This includes samples of children's work, photographs and observations. Five minute detailed observations are used extremely well to identify the child's next steps in their learning and development. Children with special educational needs and/or disabilities are very well supported and the targets on their individual education plans are focused to meet the child's specific needs.

Children experiment with paint and enjoy using paintbrushes to cover their hands with paint and print onto the paper. Other children enjoy using building bricks and make roads in the sand. Children proudly point out a large car made from junk materials and suspended from the ceiling. Children, under two years of age, enjoy selecting their own resources and play happily together. They spontaneously join hands to play 'Ring-a-ring of roses'. All adults use praise well to raise children's self-esteem and question effectively to promote discussions and develop children's communication skills. The enclosed outdoor area is used well for planned sessions and covers all areas of learning. However, currently children do not move freely inside and outdoors.

Children enjoy a range of healthy snacks. Hot meals are prepared and cooked on the premises by the nursery staff. They include healthy foods that are traditional in different cultures. Children are developing good independent skills to feed themselves using a knife and fork and most enjoy their food. At snack-time children cut and share their bananas and pour their own drinks. Children have excellent opportunities for fresh air through use of the outdoor area and regular walks in the local environment. The setting is currently participating in an initiative to encourage children to brush their teeth regularly and to eat less sweet things. There are excellent strategies in place to ensure children stay safe and as a result children feel safe and very well cared for. Parents confirm this in their questionnaires. Visitors, such as the fire service, and other planned activities help children to understand the importance of being safe. Children are generally gaining good independent skills but opportunities are missed to enable children, particularly older ones, to have special responsibilities in the day to day running of the sessions. All children are making excellent progress developing their basic skills and are, therefore, extremely well-prepared for their next stage in their learning and development.

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?	1
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?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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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

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