



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN 309377

DfES Number: 518769

INSPECTION DETAILS

Inspection Date 06/10/2004
Inspector Name Susan, Helen Spencer

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Busy Bears Day Nursery
Setting Address A 2 Manor House Lane
Preston
Lancashire
PR1 6HL

REGISTERED PROVIDER DETAILS

Name Stewart Birchall Netstar 9 Ltd 04136299

ORGANISATION DETAILS

Name Stewart Birchall Netstar 9 Ltd
Address 8 Gregson Way
Fulwood
Preston
Lancashire
PR2 8WY

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Busy Bears day nursery opened in 1992 and has been operating under current management since 2001. It operates from a detached property, which offers accommodation both on the ground and first floor. The nursery serves the local community and is situated close to all amenities and schools in the Flood area of Preston.

There are currently children from birth to fewer than five years of age on roll. This includes 11 funded children. Children attend for a variety of sessions. The setting supports children with special needs.

The nursery opens five days a week from 07:30 until 18:00 daily, closing for Bank Holidays and the Christmas period only.

Nine full time staff works with children. All the staff has early years qualifications including NVQ Level 3 and N.N.E.B. The setting receives support from the Early Years Development and Childcare Partnership

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Busy Bears Day Nursery provides high-quality nursery education which effectively promotes children's learning across all six areas. Consequently, the children are making very good progress in all six areas.

The quality of teaching is very good. Teaching methods inspire children to learn in a way that is fun. The staff have a good understanding of the six areas of children's learning. They use their planning very effectively to identify well in advance how to adapt activities to ensure that children's needs are met and that they steadily work on their next goals for learning. The staff manage children's behaviour well, making clear the boundaries for acceptable behaviour.

The leadership and management of the day nursery is very good. High priority is given to staff development and training. The staff work well together as a team and encourage each other to research fresh ways of delivering the educational programme. They evaluate activities very well.

The partnership with parents and carers is very good. Staff have established good relationships with parents and carers and plenty of informal discussion takes place each day. Parents and carers are given very good information about the educational programme and current topics along with ideas of how to support and extend their children's learning at home.

What is being done well?

- The methods used to teach children and to support children of differing levels is very good. Staff plan well using resources to devise activities which are suited to children's ages and individual levels of ability whilst ensuring that the children enjoy the whole learning process.
- Children's personal, social and emotional development is a strong feature of the nursery. In particular, making children feel valued, raising self-esteem and confidence and managing children's behaviour are all given high priority.
- Some very good early phonic work takes place. Children learn to associate letters with the beginning sounds of words in ways that capture their enthusiasm and interest.
- Children are learning to appreciate music, songs and dancing. They know a very good repertoire of songs and join in enthusiastically with a good sense of rhythm and pitch.

What needs to be improved?

- the method of recording assessments of children's progress and how parents are encouraged to contribute to this process. Staff keep detailed records, but these are currently unwieldy.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

The children are keen to come to nursery and obviously enjoy it. They eagerly join in with activities and are enthusiastic. Staff place high priority on developing confidence and self esteem. The children are made to feel special. Certificates of achievement are given for effort. Children's work is clearly labelled. The children are learning to concentrate very well. They are well behaved. Toys are stored at a low level and children freely choose. They are becoming more independent.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

The children's speaking and listening skills are progressing very well. The children enjoy listening to each other and discussing their ideas. Early phonic work is a strength. Children are learning to recognise letters and suggest words that begin with different letters. They find their own names at registration time. They use writing implements well and are encouraged to label their own work. They enjoy books and often enthusiastically help to retell stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

The children's mathematical skills are progressing well. The children learn to count through number songs and spontaneous counting at activities. They recognise some numbers and enjoy making number friezes. Number work is extended into making comparisons. Children count how many letters are in their names and decide whether they have long or short names. They are beginning to use mathematical vocabulary correctly. They enjoy recognising shapes and can describe some of their characteristics.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

The children are learning about the wider world. They go on several trips out, for instance, to the seaside and a local park. They send cards to each other in celebration of Christmas, Eid and Diwali. They taste and discuss food from other countries. They use information technology well. They learn about taking photographs using a digital camera. They use a wide range of construction sets and reclaimable materials to make things. They learn about the passage of time when sharing their news.

PHYSICAL DEVELOPMENT

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|------------|-----------|
| Judgement: | Very Good |
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The children have regular swimming lessons and dance lessons. They are developing good levels of bodily control and balance. They know how much space is needed for their movements when joining in ring games, outside play and dance. The children use large apparatus at the local park. They use a good range of smaller tools well, such as wooden spatulas, cutters and rollers when playing with dough.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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The children are learning to use their imagination well in their movements through dance. They enjoy music and singing and have a good sense of rhythm and pitch. They enthusiastically join in with a very good repertoire of songs. The children use colour well as part of their artwork. Their representational paintings and drawings are very good. The children enjoy exploring textures and colours as part of their creative work. They use their imagination well to make up stories when playing in role.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- review how children's progress is recorded to make it more manageable and provide opportunities for parents and carers to formally contribute to children's assessment records.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.