



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN EY220777

DfES Number: 515780

INSPECTION DETAILS

Inspection Date	21/09/2004
Inspector Name	Lorraine, Susan Fay

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Kinderbear Nursery
Setting Address	Thompson Street Padiham Burnley BB12 7AP

REGISTERED PROVIDER DETAILS

Name	Mrs Alison Leslie Pulleyn
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ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and 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

Kinderbear Nursery has been registered since April 2002. The Nursery operates from a detached property situated within easy access of Padiham town centre. The premises have been purposely renovated to meet the needs of young children. Facilities for babies are sited on the first floor, and include a large activity area, a sleep/rest room, a food preparation area, an area for messy play and meal times and a nappy changing room. The baby unit has a separate entrance with cloakroom facilities for children. The ground floor includes an entrance hall, three activity rooms, a messy play area and toilet/nappy changing facilities. There is also an activity room designed for children aged eighteen months on this level of the premises. There are two secure outdoor play area's, one for children aged under two and the other for over two's. A kitchen, staff rest room and an office is situated on the ground floor. There are separate toilet facilities for adults.

The nursery operates from Monday to Friday from 07:30 until 18:00 all year round, excluding bank holidays and one week at Christmas. Children are looked after both part time and full time and there are facilities for before and after school care.

There are one hundred and four children on role, eighteen are in receipt of education funding seventeen of whom are aged four years. There are no children with special needs or children with English as an additional language.

There are twenty eight staff employed, including the registered provider/proprietor. There are twenty qualified staff, sixteen hold level three qualifications and a further four hold a level two.

This setting is in receipt of support from the Early Years Development and Childcare Partnership teacher team.

How good is the Day Care?

Kinderbear Nursery provides satisfactory child care.

The setting provides a warm and welcoming environment in which children are happy and secure. Staff make good use of domestic style furniture in order to create a 'homely' environment. They have a sound knowledge of the National Standards for full day care and organise resources and equipment of a good quality to meet the developmental needs of most age ranges especially the older children. Documentation is kept to a very high standard, well organised and regularly updated.

Staff ensure the safety of children both within the building and during outdoor play, however not all electrical sockets were safe. Children are introduced to good hygiene practices through their daily routines and enjoy a healthy diet. They learn about the 'wider 'world' through interesting activities and play materials. The staff and management of this setting have a good knowledge in relation to child protection issues and Area Child Protection Committee procedures.

Staff plan a wide variety of activities, in particular children benefit from a varied selection of imaginative craft experiences. Staff get to know the children well and make good records relating to individual needs. Children in general behave well within the setting, however the behaviour policy is not fully implemented by all staff.

Partnerships with parents are fostered from the onset. Staff share information with parents on a regular basis. Parents take part in nursery activities and relate well to the key worker system. Parents access all policies and procedures and speak highly of the service provided by this setting.

What has improved since the last inspection?

Not applicable

What is being done well?

- Children access a good range of craft experiences. As a result children develop their creativity, imagination and knowledge of colour. Children explore colour and texture when painting busses for the transport display and construct spiders webs using chalk. The babies in the baby unit take delight in creating hand prints and experimenting with the glupe.
- There is an effective key worker system in place, in particular in the baby unit. This system ensures that individual needs are met by a consistent carer. As a result children's needs are met and parents know who to relate to for information and support.
- Good use is made of domestic style furniture. Staff sit on domestic style settee's holding babies when bottle feeding. As a result a homely environment is created where children are content and happy.
- There are good relationships fostered with parents from the onset. Staff share information with parents on a regular basis. As a result parents are kept well informed of nursery life and their child's progress and development. Parents speak positively about the service provided by this setting.

What needs to be improved?

- implementation of the behaviour policy by all staff
- the use of resources for children aged two years
- safety in relation to the socket covers.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	Ensure resources for two year olds meet their overall development.
6	Make all electric sockets inaccessible to children.
11	Ensure that all staff understand and implement the settings behaviour policy.

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

How effective is the nursery education?

Kinderbear Nursery provides good quality education overall which enables children to make generally good progress towards the early learning goals. Provision for their creative and physical development is particularly well planned and they are making very good progress in these areas.

The quality of teaching is generally good. Staff are familiar with the early learning goals and the stepping stones. The effectiveness of the curriculum planning is generally good, however planning for children's personal, social and emotional development, knowledge and understanding of the world, communication language and literacy and their mathematical development is less effective. Staff keep pertinent records in relation to children's development and place a high emphasis on fun and learning in a safe environment.

Leadership and management is generally good. The manager leads the staff team with enthusiasm and commitment supported by an enthusiastic deputy. An emphasis is placed on continuous improvement and further training is readily encouraged. Staff are clear of their own roles and the roles of others within the staff team. The manager reviews and monitors children's progress through staff support. Monitoring of children's social, personal and emotional development, knowledge and understanding of the world, communication language and literacy and their mathematical development was in some parts limited.

Partnership with parents is very good. Parents and carers make positive contributions to children's learning and are provided with detailed information in relation to the early learning goals and the stepping stones. There are sound links between home and the setting and parents speak highly of the level of education provided by this setting.

What is being done well?

- Children are developing an awareness of space. They enjoy physical play activities and are agile as they participate in the child aerobic session. Children learn about healthy eating, they know about foods which are good for their bones and teeth.
- Children are developing very good fine motor skills. They use tools and equipment to good effect. Children use cutters and rolling pins confidently when playing with the dough. They produce good collage work using glue sticks and scissors.
- Children enjoy a variety of creative experiences. They explore colour and texture when sponge painting and playing in the sand. Children develop great imaginations. They role play in the home corner, the travel agents and the

doctors surgery. Children are imaginative and creative when using props to construct a bus.

- Sound links are developed between home and the setting. Parents are actively encouraged to participate in themes and topics. They provide items for display boards and fresh fruit for children to enjoy at snack time. Parents are encouraged to practice at home with children new songs and rhymes being learned in nursery.

What needs to be improved?

- the use of everyday activities in order to further develop children's understanding of addition and subtraction
- opportunities for children to self select resources during free play and focussed activities
- encourage children to further develop writing skills to include labelling their own work.

What has improved since the last inspection?

Not applicable

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are confident, motivated and interested to learn. They form good relationships with staff and work well together as a group. Children are developing some independence, they put on their own aprons before craft and attend to their own needs in the bathroom. There are some missed opportunities to develop independence further in relation to children selecting their own resources during free play and some focussed activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children have opportunity to talk and interact with each other. They enjoy talking about the weather during circle time and take delight in talking about their holiday experiences with the group. Children enjoy story time and learn that text runs from left to right. They link letters to sounds when using the letter sacks and recognise their own name cards. Children attempt to write their own names, however labelling their own work is not always encouraged.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children count to ten and beyond competently. They count the number of trains on the track and the number of lorries on the display. Children learn to compare number, they know that 2 and 1 make 21 when discussing the date. Children explore number through rhyme, they laugh when participating in the specked frog number song, however addition and subtraction is not always actively encouraged in everyday activity. Children learn about weight and measure during the baking activity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children investigate how magnets work and take great interest in the contents of the sensory box. There are however limited opportunities for children to develop this interest further for example how everyday things work, for example the clock. Children develop sound skills when using the computer and the mouse. Children learn about other cultures, they enjoy dressing up in costumes from around the world during international day.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children move with extreme confidence and control over their bodies. They move around and through the tunnel and concentrate when hopping during the indoor physical play session. Children learn to be aware of space and are agile when having fun in following the instructions of staff during the child aerobic session. Children learn about healthy eating and eagerly take part in the dental campaign 'smile for life', children learn the link between healthy teeth and a good diet.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children enjoy exploring colour and texture. They let the paint trickle through their fingers during the sponge printing activity and describe the texture of the sand as 'gritty'. Children develop great imaginations, they take the role of the travel agent and the doctor. Children use props imaginatively, they construct a bus using the nursery chairs, one child drives whilst another collects the tickets. Children take a pride in showing the inspector their transport models made from boxes.	

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Provide further opportunities for children to develop an awareness of addition and subtraction during everyday activities.
- Ensure that children are given the opportunity to self select resources during planned and free play sessions.
- Ensure that children are able to practice writing their own names and label their own work.

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.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.