



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 309600

DfES Number: 512479

INSPECTION DETAILS

Inspection Date	16/06/2004
Inspector Name	Harpal Thandi

SETTING DETAILS

Day Care Type	Full Day Care, Out of School Day Care
Setting Name	Oscar Bears Child Care Centre
Setting Address	142 Blackburn Road Accrington Lancashire BB5 0AD

REGISTERED PROVIDER DETAILS

Name	Oscar Bears Ltd 03032447
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ORGANISATION DETAILS

Name	Oscar Bears Ltd
Address	142 Blackburn Road Accrington Lancashire BB5 0AD

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

Oscar Bears Day Nursery opened in 1999. It operates from a large number of rooms on 3 floors of a Victorian house situated on a main road in Accrington. It serves the local area.

There are currently 108 children from birth to 8 years on roll. This includes 25 funded 3 year olds and 26 funded 4 year olds. Children attend for a variety of sessions. The setting currently supports 1 child with special needs and 7 children who speak English as an additional language.

The nursery opens 5 days a week all year round, apart from bank holidays. Opening times are 08.00 to 18:00.

A total of 15 full and part time staff work with the children. All staff have early years qualifications to NVQ level 2 or 3. The registered providers were awarded the Quality Counts award in November 2002. The setting receives support from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Oscar Bears Child Care Centre provides satisfactory care for children. The nursery is in the process of being redecorated and upgraded to provide a welcoming environment to children. Effective procedures are in place for appointing and inducting staff but there are weaknesses in the system for vetting staff. Apart from the baby unit, there is a limited selection of play resources for children aged 2 to 3 years and they do not have easy access to a wide range of toys. All records are organised and stored confidentially.

Staff generally have a good understanding of the need to keep children safe, although there is one area of safety requiring attention. Good hygiene practices are maintained by the staff to reduce the risk of infection and they ensure any special dietary needs are met. Staff are aware of the child protection procedures to be followed in order to safeguard a child's welfare.

Staff take time to plan activities, talk and play with the babies but there is a limited range and balance of activities for children aged from 2 to 3 years and the after school children. Staff try to meet children's needs but children's understanding of equal opportunities is not sufficiently encouraged. Staff work with parents to meet children's special needs but not all staff effectively manage children's behaviour.

Information is shared regularly with parents to ensure continuity of care between the club and the home setting.

What has improved since the last inspection?

n/a

What is being done well?

- The baby unit is well managed. The unit is well resourced and staff plan age appropriate activities e.g. provision of treasure baskets and painting to encourage babies development. Staff stimulate the babies by interacting in a warm, positive manner. Their individual achievements are celebrated e.g. recording these in individual files and sharing them with parents.
- Staff take positive action to prevent the spread of infection and promote children's health. For example children have individual bedding for sleep/rest times, staff wear disposable gloves and aprons for serving meals and changing nappies, a sick child was comforted away from the other children and parents contacted straight away.
- Steps are taken to promote the welfare of children with special needs within the nursery. Staff work in partnership with parents and other professionals to ensure children's needs are met e.g. a speech therapist coming into the nursery to work with a child.
- There is a good exchange of information with parents, to ensure the continuity of care between the nursery and the home setting. Parents spoken to were very positive about the information they receive. Staff are available to exchange daily verbal information, parents evenings are held twice a year and parents receive quarterly newsletters.

What needs to be improved?

- the vetting procedures
- the range and balance of activities for children aged 2 to 8 years; the play resources and their accessibility
- the one aspect relating to safety
- implementation of the behaviour management procedures.

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
1	Ensure that the correct vetting procedures have been followed for all staff.
3	Extend the range and balance of activities for children aged from 2 to 3 years and children attending the after school service. Ensure the resources are arranged to make them accessible to children.
6	Safeguard the entrance to the kitchen.
11	Ensure that behaviour management procedures are fully understood by all staff.

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

How effective is the nursery education?

Oscar Bear nursery provides good quality nursery education overall which enables children to make generally good progress towards the early learning goals. Provision for their physical development is very good.

The quality of teaching is generally good. The staff demonstrate an understanding of the early learning goals. The effectiveness of the curriculum planning is generally good and covers the aspects of learning however it is unclear how the six areas of learning are given an equal emphasis and that all aspects of learning are covered regularly and frequently.

Assessments are used and are linked to the areas of learning and stepping stones.

There is available a environment with resources that enable children to have choice and develop their independence.

The staff manage the children's behaviour and the children respond to their instructions however they are not always consistent with the giving of explanations for children to learn about the consequences of behaviour. The staff foster self-esteem and have good relationships with the children. Some staff are not consistent in their approach to the asking of open-ended questions to extend the children's learning and promote their thinking.

The Special Educational Needs Co-ordinator has regard for the code of practice and has links with outside agencies.

The leadership and management is generally good with a commitment to the development of the staff through training. Staff are clear about their roles and responsibilities and work well together as a team. Staff show a commitment to the care and education of the children.

The partnership with parents and carers is very good. An effective key worker system promotes active communication between the setting and home. Parents are provided with good information including information relation to the early learning goals. Parents feel informed and involved in the setting. Parents are encouraged to participate in their child's learning.

What is being done well?

- Children are confident, interested and motivated to learn. They sit quietly during focussed activities and are eager to participate in adult led activities.
- Children are developing very good control over their bodies and move with skill. They negotiate pathways, when playing outside, showing an awareness of space, of themselves and others.

- Children choose their activities and engage in both adult led and child led activities. They move through the setting with confidence and explore the activities they wish to partake in.
- Children use language for discussion and engage in meaningful conversation with peers and adults. They use language for negotiation and to discuss their ideas when making play dough shapes.
- Children explore a variety of malleable materials and enjoy play dough, sand and water and use their imagination in the these areas and also in the role play.

What needs to be improved?

- the staff interaction to promote and encourage children to think and talk about the consequences of their behaviour and extend their learning in all areas.
- the opportunities for children to use information and communication technology.
- the planning to show how each area of learning is to given equal emphasis.

What has improved since the last inspection?

Generally good progress has been made since the last inspection. The setting agreed to provide more opportunities for children's personal independence and to continue to develop in the area of knowledge and understanding of the world (KUW). Enable children to record their own observations.

The setting now provides opportunities for children to develop their independence in taking clothing on and off and in choosing resources. The setting has made some progress in continuing to develop the area of KUW with children now recording their observations of visitors i.e. fire service and engine. The staff encourage the children to record their observations, by drawing the fire engine, thus extending the activity. However evidence to show this is implemented in other areas of KUW was limited.

The progress in addressing these issues further improves the opportunities for children to develop their independence and for the children to record their findings.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children sit and concentrate during activities. They select activities from the selection provided which enables them to have choice. They move around the setting enjoying a range of both adult led and child led activities. They are developing personal independence when attending to their personal needs and show their pleasure through bodily movements. They adapt with confidence to the new situation of having to change their room. Management of children's behaviour is inconsistent.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children's communication and language skills are good. They use language for discussion and negotiation engaging in meaningful conversation. Children understand text has meaning and is read from left to right during story time. They read their names and recognise letters. They discuss how they are going to make Snow White out of play dough using speech to explore their ideas. Children are limited in their opportunity to write their name on their work due to staff intervention.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Most children count to 8 and recognize numerals. They know what comes before and after 3 and learn there is a sequence to numbers. They compare size i.e. I have long sleeves you have short sleeves when taking clothing off and when building a tower, mine is a taller tower. They discuss patterns when painting their finger nail red and white to represent the English flag. There is no evidence of numbers being used as labels.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children build with a purpose and learn how to create 3 dimensional images. They differentiate between past and present when discussing going to school after nursery. They discuss how they travel to the setting in the morning. They look closely at similarities and patterns in the flag making activity. Opportunities are lost for children to explore the features of living things i.e. the spider during outdoor play. There are limited resources to promote children's learning in ICT.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children show increasing control and co-ordination and have an awareness of their space and others. They weave their own pathways, negotiating around children when playing outdoors. They learn about healthy eating at snack time and discuss the benefit of non-sugary foods to keep healthy. They use a range of small tools competently in the play dough and a range of large equipment when enjoying outside play. They pedal, push and scoot the toys with skill and competence.	

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children explore malleable materials in the play dough and baking activity and learn about the texture and how the shape changes to create their images. They express their feelings of excitement during the finding of the spider during outdoor play. They giggle and move their bodies to signify their feelings of happiness. They use their imagination in the role play acting out both real and imaginary roles with enthusiasm. Their creative development is inhibited through the use of worksheets.	

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

- the staff interaction to promote and encourage children to think and talk about the consequences of their behaviour and extend their learning in all areas.
- the opportunities for children to use information and communication technology.
- the planning to show how each area of learning is to given equal emphasis.

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.