

# Burstead Bears Day Nursery Limited

Inspection report for early years provision

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**Unique reference number**

EY332024

**Inspection date**

17/12/2010

**Inspector**

Suzanne Stedman

**Setting address**

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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**

Burstead Bears Day Nursery is privately owned. It opened in 2006 and operates from a converted bungalow in Billericay, Essex. A maximum of 23 children may attend the nursery at any one time. The nursery opens 52 weeks a year excluding Bank Holidays. Session times are Mondays to Fridays from 8am until 6pm. All children share access to an enclosed outside play area.

There are currently 56 children from birth to five years on roll. Of these, 14 children receive funding for nursery education. Children from the local community and surrounding areas attend for a variety of sessions. The nursery supports children with learning difficulties and/or disabilities and also children who have English as a second language.

The nursery employs ten staff. Of these, six hold appropriate early years qualifications. Two members of staff are working towards an early years qualification. The setting receives support from the local authority and from the Pre School Learning Alliance.

The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

This nursery has developed an outstanding understanding of the individual needs of the children in their care this enables them to support their learning and development exceptionally well. Children's safety and security is given a high priority inside and outside the premises with locks on all gates and entrance doors ensuring no one can leave or enter the premises unsupervised and all visitors sign in and out in the visitors' book. This ensures that learning opportunities take place in very safe, well risk-assessed environment. First rate partnerships with parents and carers ensure that the needs of each child are admirably met. This supports children to make tremendous progress within the Early Years Foundation Stage. Systems for self-evaluation fully ensure that priorities for development are identified.

## **What steps need to be taken to improve provision further?**

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

- develop activities regarding similarities and differences

## **The effectiveness of leadership and management of the early years provision**

The director, management and staff are particularly enthusiastic in developing the facility's exceptionally high standard of learning. The nursery has excellent policies and procedures which strongly support their practices. These are all shared with parents and carers to ensure they are well informed. Staff are tremendously committed to working in partnership with parents and carers, as they understand the importance and benefits of partnership working. Parents are invited to open days, stay and play sessions on occasions such as, Mothers and Fathers Day. They contribute to the children's learning journeys giving them hands on opportunity to contribute to their children's learning.

The very competent friendly staff are available at each session to give verbal feedback; in addition, parents can view their children's assessment records. Excellent strategies are in place to encourage parental involvement to support their children's learning at home and at the initial assessment process. There are parental questionnaires which parents are asked to complete and a book for parental ideas.

Robust procedures are in place for recruitment, induction, appraisals and training. The commitment of staff to attend training ensures that children are cared for by an exceptionally experienced staff team, who strive for excellence. An extremely good, informative safeguarding policy is understood by all staff members and ensures the children's well-being is not compromised. Ongoing training with regard to safeguarding ensures staff are fully up-to-date with recent legislation. Excellent security such as staff monitoring exists, a visitors' book and visitors' induction ensure children's safety is paramount. Excellent risk assessments are regularly completed to ensure the environment and activities both indoors and outdoors remain safe for children. Children are secure within their environment and are learning about keeping themselves safe. For example, children are aware not to run inside. They have had visitors to the nursery such as the fire department and a police officer talking to the children about keeping safe and stranger danger. This helps reinforce their understanding of staying safe.

Continual evaluation of the provision enables the staff to identify areas for improvement and detailed self-evaluation and action plans are in place. Emphasis and consideration is given to the views of the children, parents and staff to ensure an outstanding quality service is provided. Children and staff review activities to improve or expand on existing good practices and activities are adapted to meet the unique child's needs and help them reach their full potential. This demonstrates the staff's commitment to evaluation and a child-centred approach.

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

Children are able to play and learn in an extremely child-friendly environment both inside and outside. Staff are very intuitive of the children attending and have an exceptional understanding of child development and how children learn. Children are provided with an outstanding range of play and learning opportunities as staff use their knowledge to support the children's interests. Children enjoy activities both inside and outside, such as, painting, sand, water, bug hunting with magnifying glasses and caring for and harvesting plants. They enjoy comparing large and small snails and discussing how they walk without legs.

Children work extremely well in small groups at the play dough table making 'cakes' which they put into the play cooker, select intricate puzzles and construction equipment, match numbers, colours and shapes. Children are respectful of the toys and equipment and help to tidy away at the end of the session. As a result, children are happy and enthusiastic to learn.

Staff are exceptionally committed to provide a fun, happy learning environment for the children. They are attentive, respectful and listen to the children which promotes children's confidence and self-esteem. The excellent processes in place ensure assessment, observation and planning for the next steps is appropriate. Very good strategies are in place to involve parents with and to support their children's learning. Parents are provided with a prospectus, notice board and regular newsletters informing them of the activities and the current term's themes.

Children play in a bright, stimulating and very child-orientated environment. All areas of the setting are inviting and child-friendly. Excellent opportunities are available to the children outdoors as they use binoculars and magnifying glasses to look at snails and other insects. Excellent opportunities are available to the children to explore within the outdoor environment and cover all six areas of learning.

Children's health and welfare is very well promoted. They are able to pour their own drinks and serve their own food at meal times. Children are encouraged to make healthy choices about what they eat and drink. They sit in small groups at meal time with a member of staff which also provides an excellent time for socialising and general conversation.

All equipment and resources are of good quality and well maintained. Children are greeted by smiling staff and happily come into the setting and engage in an activity. The holistic atmosphere throughout the sessions is calm and welcoming. Children are able to learn about and celebrate different cultures and traditions, such as, cooking and enjoying Chinese food. Activities relating to similarities and differences are in place, however, this is an area discussed for development. They have excellent opportunities of understanding the world around them as they have visits from the fire and police personnel. All staff are dedicated and are consistently polite and respectful towards the children. As a result, children's behaviour is excellent.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	1
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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