

Busy Bears Day Nursery

Inspection report for early years provision

Unique reference number

EY350029

Inspection date

16/02/2011

Inspector

Janet Fairhurst

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

Busy Bears Day Nursery is owned and managed by a limited company and has been registered since March 2007. The nursery operates from purpose built premises directly off the main road through Bearpark village. It is open from 7.30am to 6pm, Monday to Friday, every day excluding Bank Holidays and the week in between Christmas and New Year. The nursery premises consist of an office, an open-plan reception/parents area, Caterpillar room for birth to 15 months, Butterfly room for 15 months to two years, Honey Room for two to three years, Bumbles for three to five years, the Bears Den for gym and free play, a kitchen, a laundry, staff room and an outdoor play area. Children aged between three and five are accommodated on the first floor, accessed via a flight of stairs.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 124 children may attend the nursery at any one time. There are currently 178 children on roll, all of whom are in the early years age range. The nursery supports children with learning difficulties and disabilities.

There are 34 members of staff working directly with the children, most of whom hold early years qualifications from Level 2. Two members of staff have Foundation Degrees, with two more working towards this qualification, the deputy holds a Level 5 in Early Years Leadership and Management. The manager also has Early Years Professional Status. The setting receives support and advice from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides an exceptional range of effective learning experiences and play opportunities based on children's individual interests, consequently, children make excellent progress in all areas of their learning and development. Children benefit immensely from the excellent partnerships established with parents and carers. All staff work very well as a team, are highly motivated and are united in their vision to secure outstanding outcomes for every family and this is a real strength of the centre.

What steps need to be taken to improve provision further?

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

- further improving children's records; for example, by recording details of who has legal contact with the child and who has parental responsibility.

The effectiveness of leadership and management of the early years provision

Staff are guided by a highly experienced and skilled management team who inspire, encourage and value their contributions. Safeguarding is given the utmost priority, with exemplary procedures in place to ensure the safety and protection of children. All staff are confident in their understanding of child protection policies and procedures and are adept at identifying the signs and symptoms of abuse. An extensive and detailed range of policies and procedures, understood and consistently implemented by staff, are used to inform practice and promote the welfare of the children who attend. This combined with effective recording systems for medication administration, accidents and allergies, which are all meticulously kept, monitored and efficiently stored, further ensures children are extremely well protected. Whilst detailed information is collated about each child at registration, there is no provision for the recording of who has legal contact with the child and who has parental responsibility. Highly detailed risk assessment and daily checks are conducted by staff to minimise hazards and help reduce accidents.

The children's overall experience within the setting has been given the highest consideration. Lots of soft furnishings such as quilts, cushions and natural textures, like wood, are used. Homely spaces have been created to enable children to feel comfortable and secure. Exceptional photographs of children at play decorate the walls of the nursery corridors helping to create the homely environment and provide parents and visitors with a fantastic insight into how children spend their time at the nursery. Resources and activities are presented imaginatively to meet the needs of all children and to stimulate their curiosity and interest in learning. Within this, staff are deployed in a highly effective way, enabling them to focus completely on the children. Consequently, the children are purposefully engaged in their play and are very happy and settled. Highly qualified and experienced staff know their roles and responsibilities and effectively implement routines that give children a vast range of experiences. Staff are courteous, friendly and helpful to visitors and parents, and are excellent role models to the children. They are extremely motivated and committed in all aspects of their professional development. This is driven by the nursery manager's commitment to empowering all staff to develop their skills, qualifications and knowledge.

Partnership with parents is outstanding. Very good information is given to parents before their child starts to outline the aims of the setting and familiarise them with nursery routines. Parents' contributions are very highly valued by the staff. They are provided with superb opportunities to contribute to their child's learning; for example, by sharing the assessment and recording of their child's progress. Children are able to continue their learning at home through effective systems, such as, borrowing story sacks and resources that provide ideas to extend children's learning outside of the nursery environment. Parents have ample opportunity to express their views and opinions through daily discussions with staff and at the regular parents' meetings and open days. An excellent postcard system ensures that staff and parents are kept fully informed about day-to-day and significant events in the children's lives. There is an open door policy within the nursery, which parents actively take advantage of. In addition to this they also

have play and stay sessions, which invites them to stay and join in with the daily activities within the nursery. This creates an optimum learning environment where children feel content and secure and which gives parents confidence in the care and education their children receive. Parents are extremely complimentary about the nursery, describing the friendly caring staff, and the fantastic work they do. The nursery has also formed close working relationships with local schools and other professional who are involved in the care of the children. Effective systems are in place to support children with special educational needs, resulting in them making very good progress. Children benefit from the exemplary arrangements for the transition into the next playroom or their move to nursery school. This process greatly involves their parents and their key worker and ensures that children are well prepared for this challenge.

The enthusiasm of all staff within the nursery is infectious and this is driven by the manager's high expectations. Without exception, everyone in the nursery demonstrates high levels of dedication, commitment and determination to affect sustainable improved outcomes for every child. A rigorous cycle of monitoring and evaluation means that the management team and staff are always striving to improve the quality and impact of the care and activities provided, demonstrating exemplary capacity for improvement.

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

Staff have totally embraced and demonstrate a thorough understanding of the Early Years Foundation Stage. They have a true understanding of the key worker system and this translates extremely well into their practice. Staff demonstrate this through their detailed knowledge of each child, which ensures the children's needs are met exceedingly well. Their approach to planning is innovative and based on careful and sensitive listening, observations and reflection, thus enabling them to give the utmost priority to child-initiated, spontaneous play. The reflective planning is meticulously evaluated by staff who ensure that children are offered a range of rich experiences in all areas of learning.

Staff sensitively interact with children and respond intuitively to their needs, such as, when they are tired or upset. Extremely close and caring relationships between staff and children develop their self-esteem and promote a very strong sense of self. Through daily care routines such as nappy changing, sleep time, mealtimes and play times, each key worker builds a special relationship with the children. All children are cared for tenderly and with great affection. Consequently, they feel secure, extremely happy and confident.

Staff skilfully extend children's own ideas in a most inspiring and challenging way. They invite and actively encourage children to undertake exploration and problem solving. For example, children were engrossed in an activity to make a pirate ship from recycled boxes. Children were highly motivated throughout this activity as they considered and talked about what resources they would need and how they would join materials together. Staff are highly skilled at asking questions that encourage children to think and talk, as a result, children's interest is sustained

and their skills and understanding are developed extremely well. Staff are very clear about what they want children to learn and make their teaching lively and engaging. Children use language very confidently for communication as they express imaginative ideas. They listen attentively to instructions and each other during their small group time. Children demonstrate a desire to learn more as they continually ask questions and acquire new skills such as working with real tools in the woodwork area. Children's confidence and self-esteem is extremely well developed. They become animated and excited as they take the lead in activities and demonstrate to others what they know and can do. For example, one child confidently explained how she wrote a message and then described how she put it into the message bottle.

Young babies are cared for in an exemplary way. They build up excellent relationships with their 'special person', which ensures their emotional well-being is assured. Early communication skills are extremely well supported through high quality adult-child interactions. They have a wealth of opportunities to access natural play materials, from water play to the use of a treasure basket and creative play. The excellent range of objects used is chosen to appeal to the baby's five senses and encourage development exceedingly well. The quality of toddlers' learning experiences is enriched as staff develop activities based upon the needs of the individual child. For example, the organisation of the room allows the children to have open space and provides many opportunities for them to continually test their developing physical skills.

Children have very good opportunities to learn about themselves, each other and the world about them through varied planned and spontaneous activities. They have access to a broad range of resources, play opportunities and activities, which reflect diversity and acknowledge cultural differences. The children see other aspects of the local community during their trips and outings. This stimulates lively conversation with other children and adults. For example, children showed great interest in haulage lorries and staff responded by inviting a local haulage company to visit with one of its vehicles which the children thoroughly enjoyed.

Children develop, explore and test their physical control through an excellent range of indoor and outdoor activities; for example, they climb around the fixed outdoor boats, ride wheeled toys and walk and run with energy and vigour. Planned indoor activities provide children with numerous opportunities to take part in physical exercise, such as, their weekly music and movement sessions. All children enjoy an excellent diet of fresh food which is lovingly prepared each day. Menus are based on seasonal produce to maintain quality. Risks of accidental injury to children are effectively minimised because staff are well trained, extremely vigilant and use thorough risk assessments to reduce potential hazards. Children are empowered to take responsibility for their own safety. They are efficient at clearing up after themselves, which is prompted by the excellent use of well-timed verbal notification from staff. Children learn from experience how to keep themselves safe. For example, they practice emergency evacuation regularly and they are also taken on outings ensuring that they are competent at using safety crossings and coping with bus rides.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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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	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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