

# Brown Bear at Bredbury

Inspection report for early years provision

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**Unique reference number**

EY281132

**Inspection date**

14/03/2011

**Inspector**

Yvonne Layton

**Setting address**

142/144 Oldham Drive, Bredbury, Stockport, Cheshire, SK6  
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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**

Brown Bear at Bredbury is part of Brown Bear Childcare Limited. The nursery operates from a converted house in Bredbury, Stockport, Cheshire, and has been registered since February 2004. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 37 children under eight year. Currently there are 34 children on roll, all of whom are in the early years age range. The nursery receives funding for early education.

The nursery is open Monday to Friday from 8am until 6pm all year round, except for a week during the Christmas period and all Bank Holidays. The children are cared for in three separate areas, three playrooms on the ground floor and one room on the first floor. They have access to enclosed outside play areas, as well as an enclosed roof garden, which is immediately off the upstairs playroom. The nursery is fully accessible. It serves families from the local and wider areas.

The nursery employs 10 members of staff, nine of whom hold an early years qualification to at least level 3 and one of whom is working towards level 3. One member of staff is completing a professional status qualification. The provision receives support from Sure Start and from the local authority. They are a member of the National Day Nursery Association and the Pre-School Network. The nursery is registered by CACHE to provide in-house training for professional qualifications.

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

Overall the quality of the provision is good.

Children within the Early Years Foundation Stage enjoy their time at the nursery. They overall make good progress in their learning and development and their welfare is strongly supported. Staff have a good understanding of equality of opportunity and inclusive practice is carefully promoted with children's needs effectively met. Links with parents and the liaison with other providers are effective and help to ensure consistency in children's care and most of their learning. Proactive reflection and evaluation of all aspects of the setting ensure there are strong aspirations for developing the quality of the setting and to drive and maintain continuous improvement.

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

To meet the specific requirements of the EYFS, the registered person must:

- ensure information is obtained about who has legal contact and parental responsibility for all children (Safeguarding and promoting children's welfare).
- 31/03/2011

To further improve the early years provision the registered person should:

- ensure there are dynamic and flexible systems of physical organisation that support personalised learning for all children, with particular regard to utilising all rooms accessible to children
- promote further children's sense of self and independence by monitoring the content of creative displays to make sure they are not overly adult-influenced, and improve children's independence at meal and snack times
- enhance parent engagement, with particular regard to offering more support for extending learning at home, and make development records more accessible.

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

Children are well-protected as there are clear safeguarding procedures. Staff have a good understanding of their responsibilities in protecting children. They complete a detailed questionnaire to ascertain and consolidate their knowledge. Currently the nursery is in the process of renovation. Careful planning of rooms and systems ensure children are kept safe. Daily safety and cleaning checks are enhanced by detailed risk assessments. Most required policies, procedures and records are in place and carefully maintained. There is a potential impact as the required information from parents about who has legal contact and parental responsibility is not in place. Efficient systems ensure staff are suitable for their role. Required checks are in place and management are clear about ensuring the ongoing suitability of staff.

Children's learning is successfully promoted as the staff have a good knowledge of the Early Years Foundation Stage framework. All areas of learning are addressed within the planning. Planning is devised through observations of children's progress, interests and individual development. Each child has an assessment file which details their progress and identifies next steps of learning. Creative work is saved and includes text about children's learning in the activity. A final portfolio is provided for parents or to transfer to school when children leave. Links with other services and agencies are effective with two-way working partnerships.

Inclusive practice and equality policies and procedures are carefully implemented throughout the setting. Individuality is respected and responded to well. Throughout the setting there are different languages in written form and signing songs and rhyme DVD's are routinely used.

Partnerships with parents and carers are secure and each child's individual needs and culture is recognised and supported. They have access to the group's policies and procedures, and information boards are throughout the nursery. An information pack and session diaries for younger children ensure that parents are kept informed. Parents are able to view their child's files on request with occasional parent consultations. They are invited to record their own comments about any aspect of the care and learning of their child several times a year. However, engagement with parents is not completely supported as the assessment files are not particularly user-friendly and play opportunities from the nursery to

the home are limited.

The management is passionate about developing all aspects of the setting fully supported by active involvement of all staff. Children's learning and welfare is strongly promoted as data collection and analysis is used effectively to identify areas to develop. Consequently, the outcomes for the children are continually improved.

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

Children are very happy and settled at the nursery. The learning environment effectively supports their progress towards the early learning goals and play is purposeful. However, there is an impact on children's learning as the rooms available are not fully utilised. Children are engrossed in building a train track, they problem-solve together to make the design. However, this activity ceases as they have to clear away for group-time and after lunch children remain together which provides a less purposeful experience. Their interests are positively acted upon. Interest in witches develops into an extended theme. The 'Wizard of Oz' is a main focus with role and puppet play, songs and DVD's, and creative work which includes making a 'yellow brick road' outside. 'Mind Mapping Boards' are created with children to gain their input and ideas about themes. A 'New Life' topic is directly organised from children's observations such as 'baby chicks hatch at Easter', 'there is a baby in mummy's tummy' and 'flowers come in spring'.

All children have the opportunity to undertake a wide variety of creative activities. For example, babies complete body printing and explore texture using different natural substances including corn flour and water. Activities and creative projects include national and international celebrations. Number, colour and name recognition is promoted well throughout the setting. All children routinely see their names in print. Overall the setting is rich with children's free creative work. However, some displays are overly adult-influenced.

Staff are warm and caring, providing positive interaction between themselves and the children. Communication skills are promoted well as staff and children hold detailed conversations about their experiences, family and lives. Children are learning good social skills as staff consistently explain reasons for good behaviour and are encouraged to consider each other's feelings. They are involved in creating the nursery rules and can refer to the 'Golden Rules' book. This contains photographs of expected behaviour rules based on respect and kindness. Staff use positive encouragement and praise. Independence is generally well promoted. All children, including younger children, are encouraged to help to tidy away activities. They give out cutlery and are encouraged to put on their own coats and shoes. However, their sense of self is not fully enhanced as they are not enabled to serve themselves and choose when they wish to have a drink at snack and meal times.

Children's understanding of nature is promoted by making bird feeders, investigating items they find in the garden and planting and caring for vegetables and flowers. All children are actively involved in both planned and spontaneous

story telling, singing and rhymes. Before each meal children sing a thank you song

Effective relationships with the staff help children to feel safe and secure in their surroundings. They learn about possible dangers and how to keep themselves safe through routines and activities, including visits from the fire service, road safety and local road-crossing patrol. Good hygiene practices across the provision help to minimise the risk of spreading infection. Physical skills and confidence are enhanced as all children enjoy spontaneous and planned play outside. The nursery is fully involved in the national campaign 'Healthy Body, Happy Me'. Children undertake personal physical challenges and enjoy self-care and healthy eating themed stories which are transferred into creative activities. They participate in yoga, exercise, music and movement sessions.

Children are actively involved in selecting the menu as they grade meals using pictures and stickers. Throughout related activities and snack time staff talk to the children about healthy eating and self-care.

## 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> | 2 |
| The capacity of the provision to maintain continuous improvement                                     | 2 |

### 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>            | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement         | 2 |
| The effectiveness with which the setting deploys resources                                           | 2 |
| The effectiveness with which the setting promotes equality and diversity                             | 2 |
| The effectiveness of safeguarding                                                                    | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships                                                                    | 2 |
| The effectiveness of the setting's engagement with parents and carers                                | 2 |

### The quality of the provision in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|------------------------------------------------------------------|---|

### Outcomes for children in the Early Years Foundation Stage

|                                                                  |   |
|------------------------------------------------------------------|---|
| <b>Outcomes for children in the Early Years Foundation Stage</b> | 2 |
| The extent to which children achieve and enjoy their learning    | 2 |
| The extent to which children feel safe                           | 2 |
| The extent to which children adopt healthy lifestyles            | 2 |
| The extent to which children make a positive contribution        | 2 |
| The extent to which children develop skills for the future       | 2 |

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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 |
|--------------------------------------------------------------------------------------------------|-----|