

Billy Bear's Nursery Limited

Inspection report for early years provision

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Inspector

Teresa Taylor

Setting address

Billy Bears Nursery, Brownley Road, Shirley, SOLIHULL,
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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

Billy Bears Nursery is a privately owned setting which opened in 2004. It is situated on a residential estate in Shirley, Solihull. A maximum of 104 children may attend at any one time. The nursery opens five days a week all year round, except for a week at Christmas and bank holidays. The nursery is open from 7.30am to 6pm. All children have access to an outdoor play area.

There are currently 123 children on roll. Of these, 28 receive funding for early education. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. The nursery serves families and children in the local community and surrounding areas. The nursery supports children with special educational needs and/or disabilities and those for whom English is an additional language.

The setting employs 22 staff. Of these, one holds an Early Years Professional Status, two hold degrees, 17 hold an early years qualification at level 3, one at level 2 and one is unqualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are settled and feel secure in the nursery setting. They have a range of play activities which ensures they are making sufficient progress in all areas of learning. Staff have an understanding of the Early Years Foundation Stage but do not always provide sufficient resources to support learning in some areas. Well written policies and procedures underpin the nursery practice and all are shared with parents. There are good partnerships with parents and other settings. This means that continuity of care is well promoted for all children. Managers are well aware of the setting's strengths and are committed to making substantial improvements for the children in their care.

What steps need to be taken to improve provision further?

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

- ensure the procedures for identifying, reporting and dealing with accidents, hazards and faulty equipment are robust and known by staff
- ensure staffing arrangements are organised to meet the individual needs of all children throughout the day
- support practitioners to plan and resource a challenging environment, where children's play can be supported and extended ensuring there is a balance of adult-led and child-led activities
- provide more opportunities for children to recognise the importance of keeping healthy and safe and those things which contribute to this.

The effectiveness of leadership and management of the early years provision

Staff are well informed about procedures required to keep children safe including the requirements of the Local Safeguarding Children Board. There are clear recruitment procedures in place and all staff hold enhanced Criminal Record Bureau checks, so children are appropriately protected. Policies, procedures and documentation for the effective and safe running of the setting are well organised and mostly effectively implemented. However, staff do not always complete risk assessment checks thoroughly and, although, there are sufficient staff available, they are not always deployed to best effect. The indoor and outdoor environments are checked each day to ensure any potential hazards to children are minimised. A regular cleaning schedule ensures children are kept safe and the risk of cross-infection is minimised.

The management team have a clear vision for the future of the setting and have identified accurate areas for improving the provision for children. These include, undertaking a formal self-evaluation, encouraging staff to extend discussion with children during activities and to make more use of the outdoor area. The staff group is committed to continuous improvement to enhance opportunities and outcomes for children's learning and development. They appropriately managed their previous recommendations to improve planning for individual children and to update their policies for child protection and complaints.

Staff are proactive in obtaining the opinions of parents and regularly reflect on their practice. Parents have access to daily discussions, children's learning journey folders and regular questionnaires. In addition, parents have access to copies of all policies and procedures ensuring they are fully aware of how the group operates and the care provided for their children. They are actively encouraged to be fully involved in all aspects of their child's care and learning. Recent comments from parental questionnaires included, 'a very welcoming and friendly environment', 'supportive staff'. The group have good relationships with other settings that the children attend or are moving on to and are very happy to work with other professionals or outside agencies for the benefit of the children. They attend several groups to share best practice and keep up-to-date with all information and developments that affect children.

Staff promote the uniqueness and individuality of each child. They provide a range of age-appropriate activities and resources to ensure all children can participate in all play opportunities regardless of gender, background, ability or disability. All areas of equal opportunities and inclusion are promoted and there is a wide range of resources and activities to support children's understanding. Children access a range of activities which promotes their learning and development. However, on occasions some activities lack appropriate resources to enable children to follow their own ideas, make connections and extend their learning. Staff miss some opportunities to question children further and encourage problem solving. Consequently, children are not sufficiently challenged to move on and make progress to their full potential. All children and families are highly valued and

respected.

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

Children make suitable progress as they take part in a range of activities. They are settled and relaxed and particularly in the baby room, are given a high level of support that ensures that they develop fully as individuals. Planning shows children are provided with a range of creative learning experiences which keeps them involved and engaged. Information is obtained about children's starting points and observations and assessments of children's progress show individual needs are recorded and planned for. Children's next steps are clearly traceable through their 'learning journey' folders. However, staff do not always use what they know effectively when working face to face with children.

Children are confident when exploring the environment both indoors and outdoors. They play an active role in their own learning, make choices, decisions and extend activities. However, staff do not always respond appropriately to child-led play as planned activities appear to take precedence. For example, children play in the shop but only have tills and a mobile phone. They use their imagination with great flare. However, this is sometimes impeded by insufficient resources. A range of activities help children to understand the wider world as they explore the natural environment both in the garden and through well-thought-out topics. Children grow plants and have a planting area outdoors but show little understanding of the needs of developing plants. There are very good displays, all well labelled, showing activities children have undertaken on fruit tasting, how a chicken grows from an egg and the colours of the rainbow. Children discuss other cultures, abilities and disabilities and celebrate festivals through a range of art and craft activities, stories and different cultural foods. Children have a good range of resources to promote their independent learning. Children freely express their feelings, ask for help when they need it and willingly share. Children play both independently and together and understand why they need to take turns. They are provided with good information about emotions and how their behaviour affects others.

Staff in the baby room are exceptionally good at promoting communication skills and this enables children to develop skills for their future. While young children's language is developing well, older children's language is not as well supported as staff miss opportunities to extend discussions during activities. Children make progress in their communication, language, problem solving and number skills mostly through planned activities. However, staff miss opportunities to extend communication during activities. For example, the current topic is opposites. Older children play in the water exploring sinking and floating but are not provided with any resources that sink. In the baby room children build a tower with soft blocks. A staff member initially shows the children how to balance the blocks. Children knock them down laughing and clapping and now try for themselves. At another activity in the baby room children are listening to a story and the staff member encourages them to name the colours and to identify other toys the same colour. Staff in the baby room are very sensitive to individual needs. They follow routines from home

and children sleep and eat according to their personal clocks.

Pre-school children are engrossed in a computer programme. A staff member explains what the different icons will do, for example, change the cursor to a paint brush, a crayon or felt tip pen. She discusses the different effect these have on the picture and children deftly change between the different effects. At story time children learn about the parts of a book. For example, the writing on the back is called the blurb. They learn that this a brief resume of the story and enables them to decide if they think they will like the story. Children have free access to all resources but show a preference for activities in which staff are present. Writing and drawing resources are always available. Planning is linked to the six areas of learning and topics suggested by the children are included. Children are actively encouraged to access books, sing songs and recognise differences. For example, boys and girls, tall and short and quick and slow. They enjoy physical activities both indoors and outdoors and play outdoors in most weathers.

Children show they feel safe and are confident in asking why visitors are present, including them in their games and explaining what they are doing. There is clear affection between the children and staff. Children show their understanding of keeping themselves safe through their good behaviour and consideration of each other. They respond appropriately to staff requests and understand the need for tidying up. They regularly practise fire exit procedures which ensures their safety should an emergency occur.

Staff do not routinely discuss healthy eating, exercise or personal safety which limits children's opportunities to learn about healthy lifestyles and how to keep themselves safe. Children have access to a range of outdoor play resources, including slides, balls, bikes, a natural area with wooden stepping stones, logs and a climbing frame, so children do have opportunities for physical activities.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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