

Little Bears Nursery School Ltd

Inspection report for early years provision

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Inspector Rufia Uddin

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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

Little Bears Nursery was registered in 2005. It is privately owned and situated in the Wanstead area of the London Borough of Redbridge within walking distance of local schools and shops. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 35 children under eight. There are currently 57 children on roll, all of whom are in the early years age group. The children attend for a variety of sessions. The nursery is in receipt of funding for free education for three- and four- year olds. The nursery operates Monday to Friday from 8am to 6pm. The nursery employs 17 members of staff, including the manager. Of these, 15 hold a recognised childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Management and staff work hard together to provide very high quality childcare. Information is shared with parents and carers, and highly effective engagement with them contributes to the service provided. The key person system is effective, staff know the children and their families well and consequently are able to meet children's needs well. Good planning helps to ensure that children are included. Overall, children are able to make very good progress in their learning and development. Recommendations from the last inspection have been successfully addressed and the nursery evaluates its service to facilitate ongoing improvement.

What steps need to be taken to improve provision further?

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

- developing further opportunities for children to find out about and learn how to use information and communication technology
- developing further the use of existing positive images, resources and activities to help children embrace special educational needs and disabilities.

The effectiveness of leadership and management of the early years provision

Children's welfare is safeguarded very well. Children benefit from a very well-resourced and organised environment where thought has been given to promoting their safety. Staff are vigilant and ensure that the children are always supervised inside and outside the nursery. Risk assessments are detailed and used effectively to ensure that all areas that the children access are safe. Risk assessments are

dated, including those for occasional outings. A daily visual check is also made. Welfare requirements are consistently applied with constant and close supervision by caring staff so that children's well-being is fully promoted. Comprehensive and detailed documentation is in place and supports the very effective management of the service. An emergency exit procedure is displayed and practiced ensuring children are aware of what to do should an emergency arise. Effective procedures are in place for when children arrive and leave the premises to ensure that children cannot leave the premises without an appropriate adult. Child protection procedures are fully understood so potential delay is avoided. Staff know what to record and who to report to, should they have any concerns for children in their care. A complaints policy is in place and shared with parents and complaints are recorded. All staff have current paediatric first aid training to ensure an appropriate response in an emergency situation. Furthermore, written permission has been obtained from parents for seeking emergency medical treatment or advice. Comprehensive and detailed policies and procedures are shared with the parents to support the running of the group. Staff have been effectively vetted and are experienced in caring for children.

The nursery engages with parents very well. Parents receive a warm welcome to the setting and are actively involved in a variety of ways including a "breakfast together" scheme where parents eat with their children and can discuss things with staff. Parents are provided with high quality information about the nursery and are able to discuss children's learning at parent evenings. Parents are encouraged to share what they know about their children and become actively involved in their learning. For example, book sacks can be taken home from the setting to support reading and language work. Parents comment very positively on the nursery and the progress their child is making in their learning and development. The nursery is establishing strong links with other providers delivering the Early Years Foundation Stage to promote continuity of care and learning.

Equality and diversity are promoted very well with an excellent range of resources and various celebrations of festivals and special events such as Chinese New Year, Red Nose Day, Eid, Diwali, Christmas, Easter and Rosh Hashanah. Children learn to respect and value their own cultures, as well as those of the children they know and meet daily. Activities relating to special days are effectively organised to promote other areas of learning, for example children are encouraged to learn about nature and the wider world as they incubate eggs around Easter and watch the eggs hatch. Children are learning about differences as they use resources that show positive images of other cultures and ways of life. However, despite having resources that show positive images of disability these are not used fully effectively by staff to help children learn about this topic. Staff are able to demonstrate detailed knowledge of how to care for children with special educational needs and/or disabilities or who have English as an additional language. A special educational needs coordinator has been designated, and has attended relevant training, and understands the need to work in partnership with other professionals when necessary. A very good range of toys, games and other resources also support children's progress in other areas of learning

Management has a positive approach to securing improvement and a variety of

systems are in place to monitor and develop the provision very effectively. For example team meetings, staff appraisals and training are used to develop knowledge and skills. Staff use various methods to keep up to date with current practice, such as attendance at local authority training sessions. This helps to promote outcomes for children very well. The nursery evaluates its service very well and involves children, staff and parents in this process. This enables the nursery to set clear targets and promote continuous improvement very effectively. All recommendations from the last inspection have been successfully addressed. Management and staff have both contributed to securing improvement and work very hard together to provide very high quality childcare.

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

Effective organisation provides children with an engaging and stimulating environment with access to toys and play materials to support their learning and development. Storage systems are easily accessible to children with drawers and containers labelled with pictures encouraging independent selection of materials. Children are eager to attend and benefit from very good opportunities to progress in their learning and development. They thoroughly enjoy their time at the setting and have a sense of belonging. Children are developing good communication and social skills as they interact with each other and staff. Children work together and alone very well using their own imagination and initiative. They show great curiosity and a desire to learn and explore. The nursery makes very good use of use of information gained from observing children to inform plans that cater for individual interests and abilities. It uses what children know and can do to plan further challenges to help children make progress. Next steps to learning are built from listening closely to children, observing their play and recording their achievements. These are then fed through to flexible weekly plans. Children grow in confidence as they learn their opinions are valued. Written development information is shared with parents which helps to facilitate effective engagement with them.

The Every Child A Talker (ECAT) programme is used by all members of staff who skilfully use opportunities to introduce new words, to encourage children to express their feelings and opinions and develop language skills. Interactions between the staff and children are very good with staff asking questions to help the children think and problem solve. Resources such as jigsaws also help to develop problem solving skills. Children enjoy looking at books alone and together and have easy access to a very good range of books to develop their interest in reading. Children's language skills and creativity are also developed as they take part in acting out stories with help from staff. Children's creativity is also developed by a very good range of activities including drawing, painting, colouring, mark making, and model making. Children benefit from opportunities to engage in art and craft activities outdoors as well as inside. Children are developing skills for the future. Children's numeracy skills are developed by activities such as counting games and children develop an awareness of mathematical concepts such as quantity and size through various activities such as sand and water play. Children

play with interactive toys and a computer but potential exists to provide further opportunities for them to develop an understanding of information and communication technology. Children benefit from some opportunities to learn which are exceptional, for example children begin to develop French language skills with help from a qualified French teacher.

Children benefit from exceptional opportunities to enjoy fresh air and exercise. Children benefit from free-flow access to the outside area. They access this area during any weather as there is a large covered area ensuring children are able to play outside. Staff use resources very effectively outside to help children benefit from outside play. Children are supported in traditionally indoor activities such as learning to read and write while they are outdoors. Children thoroughly enjoy playing outside and have water play resources, bikes, sand, slides, balls and chalkboards set up there. Children make effective use of the outside play area, developing their physical skills and showing good coordination and spatial awareness while using a very good range of resources including bikes and wheeled toys. Children engage in activities such as planting vegetables which help to develop an understanding of the natural world and healthy eating. Children also benefit from opportunities to learn about the local environment as they participate in a variety of outings to parks and places of interest. Healthy eating principles are also encouraged as children chat with staff during snack-time. Children enjoy nutritious meals which include fresh fruit and vegetables. Children's health is promoted as they are encouraged to wash their hands with anti-bacterial soap after going to the toilet and before meal times. Individual hand towels are used to help prevent the spread of infection. The nursery has procedures in place to ensure that children's dietary requirements are met. Children have water to drink throughout the day and healthy meals are prepared and cooked freshly each day in the kitchen by the nursery cook, who holds a food hygiene certificate. A separate milk kitchen for the baby room is used for the storage and preparation of milk feeds, bottles, and baby food. Children are encouraged to dish up their own meals to promote their independence, although staff are always on hand to provide support when required. Meal times are social occasions which help to develop social skills. Behaviour is managed well and staff skilfully provide children with praise and encouragement to promote self-esteem. Children are well-mannered and polite. They are becoming aware of the needs of others and are kind and caring. Children enjoy the relaxed and friendly atmosphere in the nursery. Consequently, they are happy and this helps them to make very good progress in their learning and development.

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	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