

# Kinderbear Nursery Limited

Inspection report for early years provision

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**Unique reference number**

EY220777

**Inspection date**

07/09/2011

**Inspector**

Anita Pyrkotsch-Jones

**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

Kinderbear Nursery Ltd is privately owned and was registered in 2002. The nursery is housed in a converted former Methodist Chapel in a busy residential area of the town of Padiham in Lancashire.

The nursery is registered for a maximum of 80 children up to 11 years of age at any one time, of whom no more than 33 may be under two years of age. The nursery currently has 116 children on roll from birth to eight years of age. There are 39 children on roll who are in receipt of funding for early education. The nursery supports children who have special education needs and/or disabilities and those for whom English is an additional language. The setting is registered on the compulsory and voluntary parts of the Childcare Register.

The nursery is open between the hours of 7.30am and 6pm for 51 weeks of the year. It serves the local community and the wider surrounding areas with children attending for a variety of sessions including pre- and after-school care.

The main nursery is situated on the ground floor with the under two unit occupying the first floor. This is accessed via a ramp, enabling parents to take prams into the building. There are two secure garden areas, one having a large canopy for all weather outdoor play.

There are 27 members of staff including the director/owner and the manager. Twenty-five members of staff work directly with the children, 24 of whom hold appropriate qualifications at level 3 or above with two working towards level 3. The nursery receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Safeguarding is a key focus within the nursery. Staff have been well-trained and have a good understanding of safeguarding requirements. As a result of this, children are safeguarded well. Leadership and management are effective with all staff being committed to continuous improvement through the regular evaluation of the provision. Children make progress that generally matches or exceeds their learning goals. Learning journeys for children are carefully recorded and include observation and assessment that include next steps for learning. Parents and carers share in their child's learning and development and there is good communication between staff and parents and carers. The nursery provides stimulating activities that are generally well planned to support children's learning.

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

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

- fully populate the self-evaluation form through the cross-referencing of information to provide a fully comprehensive self-evaluation
- develop further the newly implemented planning system to consistently cross reference activities across all areas of learning to further support the continuous assessment cycle
- provide the older children with the time to identify their names on individual placemats at meal times.

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

Children are safeguarded and protected well within the nursery. There are effective policies and procedures in place and all staff have a clear understanding of these and of the reporting structure that is in place should they have concerns regarding a child's welfare or safety. Staff are vetted appropriately and those who were employed by the nursery before Criminal Records Bureau checks were in place have also undertaken updated vetting checks. Induction procedures for staff are thorough which means that children are well protected in the setting. Risk assessments are regularly undertaken, ensuring that the areas used by the children are safe. Potential risks are documented and reported to the estates manager who minimizes hazards to the children. Security within the nursery is strong and includes key-coded external doors and safety gates at room entrances. Continuing professional development for staff is effectively mapped to yearly staff appraisals and includes in-house training and training with external agencies to gain further qualifications. Deployment of staff is good and all children have two keyworkers to ensure that their needs are catered for at all times.

Staff have good knowledge and understanding of the Early Years Foundation Stage and use this well to support the children in their learning. Observation and assessment of children determines the use of resources within the setting. There are a good range of resources that are used to cover all areas of learning which ensures that the children are well supported in their learning. However, although assessment informs the planning of activities, the newly implemented planning system is not always consistently cross-referenced to all areas of learning to further support assessment as part of a continuous cycle. Equality and diversity are effectively promoted throughout the nursery. Systems are in place to identify and support children who have additional learning needs. Children's individual needs are consistently met, for example, through the support of the allergy or behaviour manager and the use of individual learning plans for children that have special educational needs or have English as an additional language.

Positive and strong relationships have been developed with parents and carers. They receive regular information regarding their child's development. For example, all parents and carers of children in the baby room are provided with daily diaries and significant information is shared on a daily basis with parents and carers of all children. The parents' information board provides much useful information about the nursery and the parent information pack contains comprehensive information about the setting. Monthly newsletters keep parents and carers updated about activities and events at the nursery and regular parents' evenings provide them

with a formal opportunity to discuss their child's progress. The nursery has a dedicated and secure social media page to share general information regarding activities and events at the setting and to seek feedback about the provision. There are good links with external partners, such as the local authority and local schools, to support transition arrangements when children are preparing to leave the nursery to go to school. Liaison with other agencies, such as those that support children who have additional needs, are strong which means that the children's individual needs are met.

The management team and staff are committed to continuous improvement and providing a high quality service to the children and families that use the nursery facilities. They have recently completed the Step into Quality Award and are now working towards the Lancashire Quality Award. The evidence files for these awards, plus the welfare and procedural files, identify the key priorities for improvement. The nursery completes a self-evaluation form that is regularly updated. However, parts of this are incomplete and all evidence is not contained within one comprehensive document. The recommendations identified at the previous inspection have been positively addressed and this has had a significant impact on continuous improvement of outcomes for the children.

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

Children at the nursery are happy and settled and are making good progress in their learning and development. Routines are consistent and they are developing good relationships with their peers and the staff, they have confidence and are becoming increasingly independent. The children feel safe at nursery and are regularly involved in fire evacuation procedures. They also alert staff to any resources that may be damaged so that they can be repaired or removed. Children's behaviour is good because staff provide positive role modelling. A behaviour manager actively supports staff and parents and carers to develop positive behaviour strategies with the children at home and in the nursery.

Staff plan activities that take into account the children's interests and abilities. The newly introduced planning system links next steps and enhancement opportunities from observations and assessment into planning of the curriculum. Children participate in a range of activities that are balanced between adult-led and child-initiated, ensuring a stimulating and varied routine and experience. Children are not confined to individual rooms but spend their time between different activity zones, which include a designated creative area for children to express themselves through art and craft activities. All children, including babies, enjoy participating in water and sand play activities. Children also have access to technological equipment, such as touch screen computers and an interactive whiteboard, which enables them to develop their skills in information and communication technology. Resources are used effectively to promote understanding of shape, size and number. For example, children playing with magnetic cars were able to sequence them by colour, number and size.

Children enjoy expressing themselves through dance, music and movement

activities and the use of a wide range of musical instruments. All children have access to drawing and mark making materials. Older children are making good progress and are well supported in developing their writing skills. Children access books and enjoy sharing stories with their peers.

The children are developing a good understanding of healthy lifestyles. They wash their hands before meal and snack times and are aware of the spread of germs through unhygienic practices. For example, on seeing staff wearing gloves and aprons during meal times they correctly identified that it was to keep germs off their food. The older children self-serve at meal times and control their own portion size. They are aware that they should only take as much as they will eat and that they need to share the food amongst all of the children. They each have individual placemats but not all children are provided with the time to identify their own names before being shown to their place. The children have continuous access to the outdoor area that is partly covered by a canopy, which means that children can play outdoors in all weathers. The outside area contains a wide range of equipment, with the assault course being a popular choice for children to develop their skills of climbing and balancing.

## 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

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### 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