

# Little Bears Day Nursery

Inspection report for early years provision

---

**Unique reference number** EY362639  
**Inspection date** 03/10/2011  
**Inspector** Rachael Williams

**Setting address** 8 Martindale Road, Weston-super-Mare, Avon, BS22 8QE

**Telephone number** 01934 642 261

**Email**

**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Little Bears Day Nursery is a privately owned nursery. It was established in 1991 and re-registered under the present ownership in 2007. It is situated in a residential area in Weston-super-Mare, North Somerset. The nursery operates from a two-storey building with a separate baby annex. There are enclosed play areas at the rear and side of the premises.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register for a maximum of 50 children under eight years old. It is open each weekday from 7.30 am until 6.00 pm for 52 weeks of the year, excluding bank holidays. There are currently 137 children on roll aged from six weeks to the end of the early years age range. The nursery receives funding for free early years education for children aged two, three and four years old. The nursery supports children with special education needs and/or disabilities and those who speak English as an additional language.

The owner employs 18 members of staff to work directly with the children, of whom 17 hold an appropriate childcare qualification. This includes three members of staff with early years foundation degrees and one member of staff who has an early years degree.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The quality of the setting's self-evaluation is robust and reflects the rigorous monitoring of the nursery. This means that the leadership team have a deep knowledge of the strengths and weaknesses of the early years provision. They use this knowledge effectively to secure continuous improvement where outcomes for children are consistently outstanding. Children's welfare is exceptionally well promoted and there are highly effective arrangements in place to support children's care, learning and development. A dedicated and well-qualified staff team ensure children make excellent progress in their learning. Partnerships with parents and other providers is exemplary and is a high priority overall. Consequently children's individual needs are routinely met to a high standard.

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

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

- embedding further the two-way flow of information with other early years providers to further support a collaborative approach to children's learning.

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

Robust recruitment and vetting arrangements are in place to assess the suitability of adults working with the children. For example, thorough induction arrangements and regular staff meetings help ensure that all staff have an extensive knowledge of their role in safeguarding children. Staff understand the comprehensive policies and procedures and implement these to provide a safe and secure environment. Staff have established highly effective systems to ensure all areas used by the children are comprehensively risk assessed. The nursery has high regard for children's safety and ensures that all visitors to the setting are monitored. For example, there is buzzer and fingerprint entry to the premises.

Staff, parents and children all contribute to the rigorous and accurate self-evaluation systems that have been effectively established. Comprehensive action plans clearly identify areas for improvement which reflect the impact on children and how they can be used efficiently to secure continuous improvement. Those in charge communicate ambition and drive consequently, the team of dedicated, well-qualified staff work exceptionally well together to improve outcomes for children. For example, any changes such as the planning of activities, are routinely evaluated and their use in the nursery is frequently monitored to ensure consistency. The ambitious leadership team are successful in inspiring staff and morale is very high. Staff are proactive at accessing relevant training and are keen to improve their knowledge of early education.

Children make excellent progress in their learning. The learning environment is stimulating and encourages children to make choices about their learning. There is an abundant range of high quality toys and resources which are easily accessed by all of the children. This is due to the careful consideration of the layout for each room according to children's age and stage of development. Staff are deployed effectively to meet the needs of the children. For example, when a child is taken ill staff are quick to respond and ensure that the child is comforted and isolated to ensure his, and others', well-being. Staff have high regard for equality and diversity and all are highly effective at gaining an exceptional knowledge of children's individual needs so that they are fully integrated into the inclusive environment. Positive and caring relationships are established and children are very settled and confident within the nursery. Children have a wonderful sense of belonging. Their artwork and photographs adorn the walls throughout the nursery and their achievements are fully celebrated. For example, a member of staff has recently made gowns and mortar boards so that those leaving the setting can graduate in style. All children's needs are exceptionally well met through highly effective partnership working. The nursery takes the lead role in establishing relationships and has recently improved their system to share information with other early years providers. However, this is not yet fully developed in order to maintain consistently high continuity in children's care, learning and development. Parents are fully involved in their children's lives at the nursery. Many parents attend the parent forum and actively make suggestions to the management team on how to enhance the provision. Parents willingly offer their time for instance, to share stories and to support outings, including seeing the mounted police. Staff share ideas and encourage parents to support their children at home. Staff frequently consult with parents so that they are fully involved in their children's

learning and collaboratively support children's new found skills.

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

Children thrive in the well-organised learning environment which is rich in varied and imaginative experiences. Staff take time to listen to children's ideas and frequently adapt the nursery so the children can explore more freely. For example, whilst mixing a range of colours, which children identify competently, a child comments on the bridge he has made. A member of staff suggests that they extend this idea when they are outside and provides the child with construction bricks to build bridges. Staff know their key children exceptionally well. For example, when a baby becomes unsettled in the nursery staff are quick to respond to her needs. They provide her with toys which they know excite her, consequently, very young children have an exceptionally strong sense of security. Children show high levels of curiosity. For instance, a baby thoroughly enjoys watching how the streamers hanging from the ceiling blow when the door is opened. Children persevere with tasks exceptionally well. For example, when playing with the crane in the large sandpit a child carefully considers how he can lift the truck. A member of staff supports him well for instance, introducing mathematical language, to enhance the experience. The child shows very good communication skills as he explains the process of what he is doing. Children thoroughly enjoy exploring the newly developed outdoor area for instance, children become fully engaged in worm hunts and gardening activities. Younger children thoroughly enjoy their water play. There is very good engagement and support from staff to encourage their investigations as they use their senses to explore. Robust and extensive assessment arrangements have been established to ensure children make excellent progress in their learning. High quality and sensitive observations are consistently made and clearly identify children's next steps in learning. These observations are effectively used to influence future planning and have high regard for children's current interests and motivations.

Children are developing a very good understanding of how to keep themselves safe and healthy. Children use a range of tools purposefully and handle them safely for instance, scissors and gardening tools. Comprehensive care plans are established through liaison with parents and health professionals to ensure that children's individual medical needs are met. Children become aware of their own safety through clear explanations from staff. For example, staff explain to children the need for wearing sun cream and hats when out in the garden. Staff use every opportunity to engage children in conversations about safety. For example, during a painting activity children discuss safety when visiting the seaside.

Children adopt healthy habits. They implement very good hygiene practices and well planned activities encourage children to explore and make comparisons. For example, when washing the dolls in soapy water one child compares this to having her hair washed in the bath at home. All children are aware of the need to wash their hands before eating or after playing in the soil and are aware of their own needs. Through regular consultation with parents, menus of home-made, healthy and nutritious meals are developed to enable children's special dietary requirements to be met. Topics are used effectively to promote children's

understanding of healthy eating for instance, children have created a collage of the foods that are good for them. Food week encourages children to sample foods from around the world. Excellent arrangements have been established to ensure that staff are fully aware of and meet children's health, physical and dietary needs. Children's behaviour is exemplary. They show respect for each other and play cooperatively. Children are fully engaged in a broad and balanced range of experiences therefore, there is little opportunity for them to become bored or disinterested. Children are very clear on expectations and boundaries and are encouraged to resolve conflicts independently.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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
------------------------------------------------------------------	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)



## **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