

Little Bears Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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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 Day Nursery is privately owned. It registered in 2002 and operates from a detached converted farmhouse in Milton Keynes, Buckinghamshire. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 30 children under eight years may attend the nursery at any one time. It is open on weekdays from 7.30am to 6.00pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 39 children on roll, all in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Children come from both the local and a wider catchment area. The nursery supports children with special educational needs and/or disabilities. The nursery employs two full time managers who hold a level four and a level three qualification in childcare and education. There are six other members of staff who hold a suitable range of qualifications, working directly with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and at ease in this homely environment. Children are confident and play a dynamic role in the nursery where they are highly valued as individuals. Excellent relationships with parents and carers are visible since parental contribution is highly valued. The capacity to make continuous improvements is strong, due the motivation of the staff who constantly evaluate their practice and have an accurate understanding of their setting. Occasionally, some health and safety practices are not adhered to at all times by some staff.

What steps need to be taken to improve provision further?

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

- develop consistency in daily practices amongst staff to promote fully the health and safety procedures that help to protect children's well-being.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded as staff have an accurate understanding of the signs and symptoms of abuse and neglect. They are confident about the steps they would take if they had concerns for a child. Well-organised systems are in place with a broad range of policies and procedures to promote children's welfare. They are regularly reviewed and updated, and include whistle blowing and the

steps to follow should allegations be made against staff. The environment is safe and meets the needs of the children, with most steps taken to minimise hazards through daily checks and risk assessments. However, sand is not always quickly swept up from the floor in rooms for younger children and some mattresses they sleep on are ripped. Children's safety is promoted as good quality records are maintained of accidents, incidents, existing injuries and the administration of medication. The majority of staff maintain high levels of hygiene awareness, although some individuals do not always follow effective practice when wiping children's noses to minimise the spread of infection.

Staff support children's learning well by providing a wide range of toys and resources suitable for their age and stage of development. Staff encourage sustainability through recycling resources and helping children to plant, grow and harvest their own vegetables. Staff remain vigilant at all times and they deploy themselves effectively to maintain a secure environment for the children. Accurate monitoring systems and an enthusiastic leadership and management team promote a successful staff team who work well together. Appraisal systems are in place and training is actively encouraged, valuing and developing staff skills and knowledge. The staff make good use of self-evaluation and they have an accurate understanding of their strengths and areas for further improvements. A common approach between all involved contributes to improving outcomes for children.

Equality and diversity is at the heart of this setting where each child is unique and their individual contribution is highly valued. Children's contribution is sought, as they are actively encouraged to share their views, opinions and ideas for improvements. The nursery works closely with families if they require additional support. Interagency work is effective in meeting those needs at the earliest opportunity to promote the best possible outcome for the child. Children benefit as the nursery works effectively with the local children's centre and schools. Staff develop exceptional partnerships with parents and carers. Parents highly praise the nursery, valuing the homely atmosphere where staff are very approachable. They feel an integral part of the nursery and are fully involved in contributing to decision making and by sharing what they are doing at home. Parents are encouraged to come into 'stay and play' sessions where staff share enriching information about the Early Years Foundation Stage.

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

Children make successful strides in their learning and development in this good quality nursery. Children are interested and involved as they actively and independently make choices selecting from a broad range of exciting resources and activities. Children are confident communicators as they excitedly respond to a familiar story. Older children move freely between the inside and outside areas. They roll logs over to discover an extensive range of bugs and insects, which they confidently pick up and investigate. They identify the changes in the seasons as leaves blow off the trees and a child notices that a plant's leaves are changing colour. Signs and pictures both inside and outside encourage and develop

children's communication and understanding, for example using number bays to park their bicycles. Children count with confidence as they identify how many cups are needed for snack. Children enthusiastically participate in creative activities as they skilfully shovel and pour sand. They enjoy painting, mixing together blue and red, correctly identifying that they make purple. Children successfully develop their skills for the future and are competent users of electronic equipment such as the computer or recording equipment. Children benefit as staff have an accurate understanding of their individual needs. High quality planning is effectively in place to meet the needs of each child ensuring they are suitably challenged. Staff accurately identify their next steps in learning and use the information effectively to feed into planning suitable activities.

Children benefit from frequent access to fresh air and exercise, successfully promoting a healthy lifestyle. Children develop good co-ordination and balance as they build with planks and walk along them or dance to music. Good health is promoted with access at all times to fresh drinking water and children eat nutritious meals. Children are learning good hygiene practice as they wash their hands after toileting and before eating food. They develop encouraging self-care skills as they brush their teeth after lunch, promoting good dental hygiene.

Children demonstrate an increasing awareness of staying safe as they move around with care. They remind one another about carefully carrying equipment in the garden as they look out for their friends. Warm, caring relationships are formed and children feel safe and secure. They confidently approach staff and cuddle staff when they are tired or need reassurance. Children develop an exceptional sense of belonging. Staff support each child extremely well with highly effective key person systems in place. Children have their own trays and pegs to hang their belongings, accurately labelled with their name and picture. They see pictures of their families and people who are important to them on display, enhancing their self-worth. Children behave exceptionally well; they are kind and courteous, showing care towards others. Highly successful positive relationships are formed between children and adults as staff act as calm, consistent role models, skilfully enabling children to understand expected behaviour and resolve differences.

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

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|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 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 | 1 |
| 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 | 1 |

The quality of the provision in the Early Years Foundation Stage

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

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| Outcomes for children in the Early Years Foundation Stage | 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 | 1 |
| 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