

# Claire's Little Bears Day Nursery

Inspection report for early years provision

---

**Unique reference number**

EY434152

**Inspection date**

15/02/2012

**Inspector**

Sara Frost

**Setting address**

11 Boutport Street, BARNSTAPLE, Devon, EX31 1RW

**Telephone number**

01271377034

**Email**

**Type of setting**

Childcare - Non-Domestic

---

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 2012

## 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**

Claire's Little Bears Day Nursery is one of five privately owned nurseries. It was registered in 2011. The nursery is located in the centre of Branstaple, Devon. The building has rooms over two floors, including a kitchen, office and toilet facilities. The nursery is organised into two groups; under twos and afterschool and holiday club have dedicated areas on the first floor and the two- to five-year-olds are situated on the ground floor. Children have access to an enclosed, outdoor garden. The nursery has limited parking facilities.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 60 children may attend the nursery at any one time. There are currently 75 children aged from five months to eight years on roll, of whom 66 are in the early years age range. The nursery supports a number of children with special educational needs and/or disabilities and a number who speak English as an additional language. It receives funding for three- and four-year-olds. The nursery opens each weekday from 7am to 6pm for 51 weeks of the year. A team of seven staff support the children, all of whom hold a National Vocational Qualification at level 2 or above.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Staff provide a warm and welcoming environment where children feel safe and confident and, overall, learn about practices to keep safe. They plan interesting ranges of activities and provide good support as children play and learn to make good progress in their learning and development overall. Children's individual needs are well known and met as staff continue to build on the good working partnership with parents. However, partnerships with other settings that children attend are not robustly in place. Children have regular access to outdoor play, which mainly provides activities to engage all children. The management and staff show a good commitment and effective capacity to maintain continuous improvement.

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

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

- develop the outdoor area to provide a rich and varied environment which supports all children's learning and development
- carry out regular evacuation drills so that all children know what to do in an emergency situation and record details in a fire log book of any problems encountered and how they were resolved
- extend communication links between settings to maintain a regular, effective

two-way sharing of information so that there is continuity in children's learning and development.

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

Staff have a clear understanding of their safeguarding role and responsibility if they are concerned about children in their care. Management undertakes relevant checks on the staff. Ongoing systems are in place to help to ensure nursery staff are, and continue to remain, suitable to work with children. Effective processes further protect children when non-vetted persons are in the nursery, such as maintaining documentation of all visitors and the reason for their visit. The nursery well shares the range of policies and procedures with new parents and updates policies when required to share with families. The nursery completes written, risk assessments to help maintain children's safety, in the nursery and outside. Any safety issues which arise during the day are quickly resolved. For example, management informed maintenance staff of an identified risk concerning a floor board; this aspect was dealt with quickly and effectively and the area made safe for children to access. Staff are very clear about the process they need to follow in the event of a fire. However, the frequency of fire drills does not allow all children to learn about fire safety and how to keep safe in an emergency situation.

Children benefit as all areas of the nursery are brightly decorated, spacious and welcoming. The over two's area provides a 'free flow' provision, enabling children to move between the various rooms, as they make choices in their play. Well labelled, low-level storage aids children's independence. The well organised environment for children under two years provides them with ample space to safely move around, as they begin to develop physical skills. All children make good progress, including those with special educational needs and/or disabilities and those speaking English as an additional language. Children develop positive respect and understanding of the diversity of people in the community through use of a good range of resources and role play.

From the onset, staff encourage a good working partnership with parents. New parents are welcomed into the nursery. Clear sharing of information is effectively in place to provide details about the nursery and to gain information about individual children and parents' expectations. At inspection, parents were very forthcoming to discuss how happy they are with the provision. They commented on how staff are 'very accommodating', how 'children are settled' and how well 'staff share information about their child's development and their day'. Partnerships with other early years settings that children also attend has begun. However, the nursery is yet to establish a clear, two-way, sharing process in order to support children's development in all aspects of their care. The nursery confidently recognises and develops areas of improvement. Since opening, the management has worked closely with the local authority to raise its profile and has effectively revised aspects in their practice. For example, the development of their policies and procedures is well addressed. In addition, management is looking at ways to develop in-house training for all staff across all four nurseries.

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

Most children enter the nursery with ease. Staff ensure that new children are supported well. They are readily on hand to provide support and reassurance for children who find it difficult to leave their parents' care. Opportunities are given to parents to contact the nursery during the day to offer reassurance their child has settled. Staff clearly know children well. They source resources to engage children and enable them to feel safe and secure in the nursery environment. They follow practices from home to aid children to settle and sleep. Babies and younger children well develop their communication skills, as staff respond by mimicking sounds, and repeating short sentences as they play. Through their own initiative, staff have learnt simple sentences and familiar words in children's languages through accessing various sources and engaging the help of parents. Staff's use of familiar words in the languages spoken at home successfully aids children to feel safe and encourage communication skills. Staff provide activities so that children become curious, inquisitive and keen to learn. For example, children become engrossed as they listen to music, following simple instructions and beating sticks to rhythms.

Key staff plan activities and develop these well around individual children's interests. The use of recordings of observations identifies the next steps in children's learning and development. As a result, staff clearly know how to adapt the activities to develop children's progress effectively. The use of resources provided well encourages children to take turns and share. For example, they share the various ride on toys outside and take part in 'What's the time Mr Wolf?' Staff effectively promote children's self-esteem, responding with claps, smiles or praise and sharing achievements with parents. Children's art displays and photographs help to provide a welcoming environment and to develop a sense of belonging in all rooms. Children access a good range of resources to encourage physical development, as they learn to pedal use their feet to propel, or swivel hoops around their body. Children learn about the cultures and beliefs of others as they celebrate different festivals, listen to stories and learn about each other's family lives.

Children learn which foods are good for them and enjoy healthy meals and snacks through the day. They have a good understanding of hygiene routines to wash their hands and independently take themselves off to use the bathroom facilities. Well developed, hygiene routines are evident throughout the nursery to keep children safe and healthy. The nursery has enclosed, outdoor provision that all children are able to access. However, this area requires further development to provide activities to enable all children to benefit from accessing the outdoor provision. Systems are in place to ensure staff continue to follow changes in babies' and younger children's routines. Children effectively understand the importance of maintaining their own safety. For example, they follow good advice from staff to find space when dancing to music or sit safely on chairs.

## 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	3
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	2
--	---

### 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

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
--	-----