

Busy Bears Day Nursery

Inspection report for early years provision

Unique reference number 309377
Inspection date 26/03/2012
Inspector Jeanette Brookfield

Setting address A 2 Manor House Lane, Preston, Lancashire, PR1 6HL

Telephone number 01772 795286

Email

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

Busy Bears Day Nursery was registered in 1992 and was registered under current ownership in 2001. It operates from a detached property which offers accommodation on the ground and first floor. The nursery serves the local community and is situated close to all amenities and schools in the flood area of Preston. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery is organised into three separate playrooms on the ground floor and a large playroom on the first floor. Children have access to enclosed areas for outdoor play. The nursery opens five days a week from 7.30 am to 6 pm, closing for bank holidays and the Christmas period only.

A maximum of 50 children under eight years may attend the facility at any one time. There are currently 63 children on roll of which, 54 are in the early years age range and 23 are in receipt of funding for early years education. The nursery supports children with special educational needs and/or disabilities and children who have English as an additional language. There are currently 13 staff employed to work with the children and a nursery cook. The manager is qualified to level 4 and the deputy manager has a Degree in early years childcare. Most of the staff hold appropriate early years qualifications and two are working towards qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Inclusive care and the staff's satisfactory knowledge of the Early Years Foundation Stage ensures that children are provided with a suitable range of activities and experiences. The new management are committed towards continuous improvement and use their self-evaluation systems to prioritise plans for the future. The uniqueness of each child is respected and partnerships established with parents contribute towards children's individual care needs being met. However, some omissions in the legal documentation means that children's welfare is not fully promoted.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry public liability insurance for the provision (Suitable premises, environment and equipment) (also applies to the compulsory part of the Childcare Register and the voluntary part of the Childcare register

09/04/2012

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

- improve further the record of risk assessment that clearly states when it was carried out, by whom, date of review and any action taken (Documentation)
- provide positive images and resources that challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities
- ensure there is information available for all children about who has legal contact with the child; and who has parental responsibility for the child
- ensure observation and planning across the six areas of learning is more consistent and supports continuous assessment to form a view of where each child is in their learning, where they need to go, and the most effective practice to support them.

The effectiveness of leadership and management of the early years provision

Children are protected because staff have a suitable understanding of safeguarding procedures and know what action to take if they were to be concerned about a child. Adults working with the children are appropriately recruited and vetted to assess their suitability and new staff and apprentices undergo induction at the time of starting. Staff work closely as a team and training and continuous professional development is regarded as a priority. Most policies and procedures are in place to meet the welfare requirements. However, the public liability insurance certificate displayed is not valid. This is a breach of the legal requirement.

The new management team and staff work well together and this is reflected in the children's sense of confidence and security. Staff are deployed effectively and they warmly greet children as they arrive. There is a satisfactory range of resources, set out in learning areas to stimulate children's interest and promote the development of skills. However, there are limited resources in various areas of the nursery which reflect positive images of race, culture, gender, and disability to help support children's understanding about the diversity of society. Outdoor play is planned for each day.

Children are protected as the staff ensure the premises are kept secure at all times and that children are always directly supervised. Risk assessments, daily checks and regular fire evacuation procedures are completed to ensure a safe environment. That said, the risk assessment documents do not state when it was carried out, by whom and date to be reviewed. The manager is aware of the provision's strengths, and is keen to promote better outcomes for all children. Self-evaluation is being fully established and records are developing. However, some aspects of the overall management monitoring systems, are less effective. For instance, information, such as who has parental responsibility and legal contact, has not been obtained for some of the children.

This is an inclusive nursery. The manager and staff develop positive relationships with parents, who comment that they are very happy with their child's progress

and care provided by the staff. Key information about the children is sought to ensure their individual needs are met when children start. Parents have access to their child's records, but they do not contribute to the observation, assessment and planning process. Staff have worked hard to ensure that partnerships in the wider context have been established, which means that their systems for supporting children with special educational needs are very effective. Parents receive information about the setting through a variety of written materials. For example, a monthly newsletter and parent notice boards throughout the setting.

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

The use of daily routines is used well to promote outcomes for all children. Learning about keeping themselves safe is positively nurtured as staff gently encourage them to use scissors safely as they make their own registration cards and remind older children about road safety as they prepare to walk to school. Hand washing routines are followed before snacks and children are encouraged to clean their teeth after eating lunch. This promotes personal hygiene and projects linked to national initiatives, such as 'Change 4 Life' help children learn about the importance of a healthy diet and exercise. Snack and meal times are relaxed and sociable occasions; with children serving themselves and engaging with each other, thus promoting their independence skills, sense of community and sense of well-being. Children respond to the staff's gentle reminders to share and take turns and mainly play cooperatively together from an early age. Staff present themselves as positive role models and are consistent in their approach in implementing the nursery's behaviour management policy.

Children have good relationships with staff; they want adults to sit next to them when reading stories and babies develop a sense of security as their personal routines are respected. They are happy and secure because the adults show interest in what they are doing. A range of interesting resources encourage children to explore and participate in games. For example, outdoors the children excitedly practice their throwing skills as they aim soft balls at a large numbered board and staff encourage them to count how many are left in the bucket. Inside they access sensory experiences as they play in the foam and staff help them to describe how it feels. Children's early literacy skills are supported well. All children show an interest in books and learn to handle them with care. Stories are read to children in small groups or individually. They enjoy participating in action rhymes and have free access to mark-making resources which contributes to their future skills. However, the use and access to technology is less successfully organised and promoted at present.

The continuous access to resources and variety of materials mean that children are afforded experiences that span all six areas of learning. Staff are continuing to develop their knowledge and understanding of observation and assessment procedures and the impact for children's learning and development. They make regular observations of children to help them plan for children's next steps of learning. However, they are not always clearly transferring these observations to the future planning documents for individual children nor are continuous assessments recorded in children's files to identify where they need to go across the six areas of learning.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Insurance). 09/04/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Insurance). 09/04/2012