

Little Bears Childrens Day Nursery

40 South View, East Denton, NEWCASTLE UPON TYNE, NE5 2BP

Inspection date

Previous inspection date

07/03/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- The provider, manager and staff create a nurturing environment where children settle, enjoy themselves and become increasingly confident, and parents feel welcome and appreciate regular exchange of information about their children's experiences.
- All staff have a secure understanding of the learning and development requirements, which they use to plan a generally wide range of activities and experiences for each child. As a result, children make good progress.
- Children's behaviour is good as staff are good role models. They are deployed well and provide clear guidance for children about what is acceptable behaviour.
- Staff meet safeguarding and welfare requirements well for each child. Robust and rigorous policies and procedures are implemented, which ensure that children are protected.

It is not yet outstanding because

- Opportunities for the youngest children to develop their early reading skills are not fully developed. This is because the indoor environment is not yet rich in print throughout the nursery, where children can learn more about the use and meaning of words.
- There is scope for staff to extend opportunities to support children's use of early number and counting during adult-led activities.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector carried out a tour of the premises.
- The inspector observed play and learning activities and spoke to staff and children in all nursery rooms.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Nicola Jones

Full Report

Information about the setting

Little Bears Children's Day Nursery was registered in 2012 on the Early Years Register. It operates from a large detached house in the East Denton area of Newcastle upon Tyne. It is managed by a partnership. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, four hold appropriate early years qualifications at level 6, six members of staff hold qualifications at level 3 and higher and one member of staff holds a qualification at level 2. The nursery opens Monday to Friday all year round, except the Christmas week and bank holidays. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 62 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further the educational programme for literacy for the youngest children by creating an environment rich in print where they can learn about words, for example, using names, signs and posters
- extend children's mathematical understanding by encouraging them to count the things they see and by giving them a reason to count, for example, by asking them to select enough biscuits for five children to decorate.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have very good knowledge of the Early Years Foundation Stage. This is used effectively to support children in almost all aspects of their learning and development. They provide a wide variety of toys, equipment and resources, in the indoor and outdoor areas, and children are encouraged to make independent choices from the selection available. Each area of learning and development is implemented through planned, purposeful play and through a mix of adult-led and child-initiated activity. All staff respond well to children's emerging needs and interests and guide their development through positive interaction. As a result, children thoroughly enjoy the time they spend at the

nursery and are excited and motivated to learn. For example, very young children lift their arms in the air and babble excitedly when they feel paint and squeeze it in their hands. Staff support children's learning very well as they play. They sit alongside them on cosy rugs and ensure children have uninterrupted time to play and explore. They extend their expressive language skills well by using comments and questions such as, 'Here is a blue car, I wonder if we can find a red one?' Staff praise children's efforts and encourage them to persist with activities when challenges occur. This supports children's motivation and helps them to learn through trial and error.

The quality of teaching is good. Staff have a good understanding of how to promote the learning and development of young children and, as a result, children make good progress in their learning. Children's language and literacy skills are enhanced when staff sing nursery rhymes and songs. They skilfully link the words of songs to activities children are engaged in. For example, staff sing 'I'm driving in my car, beep beep beep beep, I'm driving in my car' as children roll toy cars in paint. Children clearly enjoy listening to nursery rhymes and show they have favourites when they bounce up and down on their key persons knee. Overall, children's reading skills are promoted well in the nursery. Children have access to wide selection of picture books, including non-fiction. They enjoy sitting with staff and their peers and listen to stories, learning how to turn pages correctly and point to pictures which interest them. Good opportunities are provided for older children to learn about words. All resources are clearly labelled and good use is made of available wall space to promote this further. However, opportunities for very young children to enhance their early reading skills are not fully developed. The environment in the baby room is not yet rich in print where children can learn about words, for example, by using names, signs and posters.

Staff provide some opportunities during child-initiated activities to develop children's awareness of early number and counting. For example, they count the number of windows on the houses children have made. However, staff do not make such good use of adult-directed activities to fully develop children's counting skills and give them reasons to count. This means that children are not always provided with consistent opportunities to enhance their mathematical skills. Children experiment with quantities and measures as they play in the water tray. Staff encourage them to use words such as 'full' and 'empty' as they fill and empty bottles. They giggle and laugh as they transfer water using funnels and use words such as 'big' and 'small' when describing the size of their container. Children are provided with a broad range of experiences to develop their physical skills. In the indoor environment, children enjoy the sensory experience of making marks in sand and paint and begin to balance blocks to build a small tower. In the outdoor environment, children jump in and out of large tyres, use chinks to develop early writing skills and climb confidently on the large wooden structure. As a result, children effectively develop the key skills they need for the next steps in their learning, including those required when they attend school.

Staff demonstrate a high level of awareness in supporting children whose home language is not English. They provide detailed information for parents and encourage them to share key words from home. This means children are provided with opportunities to develop and use their home language in play and learning, which supports their language development at home. Children with identified speech, language and communication needs are equally

well supported. This is because staff make good use of advice from speech and language therapy services. For example, staff have recently attended training and introduced signing as an additional means of communication. As a result, children with additional needs are progressing well towards the early learning goals, given their starting points.

Staff have high expectations of all children as they complete a range of good quality assessments, which show the Development Matters in the Early Years Foundation Stage age-bands children are working within and this is tracked over time to demonstrate progress. Individual learning journal files and summaries of learning are completed for all children. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained.

The contribution of the early years provision to the well-being of children

Children have fun and clearly enjoy the time they spend at nursery. They are provided with a warm, welcoming and stimulating environment where staff support them to feel secure, at ease and develop confidence. Children quickly make friends and thoroughly enjoy playing, exploring and using their imaginations together. They develop independence as they freely choose from a wide range of age-appropriate toys and equipment. Resources are stored effectively so children are able to find and return what they need. A well-established key person system is in place, which helps children to form secure attachments and promotes their well-being and independence. Children show they have close bonds with their key person when they seek cuddles if they are feeling tired and fall asleep listening to the sound of staff singing soft and gentle rhymes. Staff address individual needs well and work closely with parents to support their emotional development. Parents spoken to during the inspection describe how well staff support their children's all-round development. They use words such as 'bubbly' and 'really positive' to describe how staff interact with both them and their child.

Staff are good role models and behaviour expected by children is modelled by them. As a result, behaviour in the nursery is good and minor disagreements are sensitively managed. Parents echo this view and talk about how frequent verbal praise promotes children's self-esteem and confidence. Throughout the nursery, relationships between both staff and children are good. This promotes a relaxed and happy environment which enables children to feel cherished and secure. Soft, gentle music is played in each room which further supports the creation of a harmonious atmosphere throughout the nursery. Children show respect for one another, observe space boundaries and begin to understand the importance of safety through the various activities on offer throughout the day. This is because staff explain why safety is an important factor in handling tools and equipment, and have sensible rules for everybody to follow. Consequently, children sit together and demonstrate safe practices when using scissors to cut out the pictures they have drawn.

Effective settling-in arrangements are in place and both children and parents are well prepared when children join the nursery. A wealth of good quality information is shared to ensure individual routines and needs are well met. Children are equally well prepared for

the transitions they make within the nursery. They make regular visits with their key person and information is shared to ensure there is continuity in their learning and development and welfare. Although the nursery has been open for a short period of time, there are clear plans in place to contact local schools and arrange visits when children transfer to the next stage in their learning.

Children are provided with fresh, nutritious and balanced meals and snacks which are prepared on site each day. Weekly menus are shared with parents and there are plans in place to consider the views of children when making decisions about food. For example, menus are provided for the first three weeks in a month and children will be supported to make healthy choices about food offered in week four. Children's health and well-being is promoted in the indoor environment as natural daylight is maximised in each room. This is further enhanced in the outdoor area where daily opportunities are provided for children to explore, use their senses, and be physically active and exuberant.

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

The manager has secure knowledge of the Early Years Foundation Stage and uses this well to support the staff team. She spends time working in the individual rooms where first-hand knowledge is gained about what is working well and address issues raised. Observation, assessment and planning documentation has recently been reviewed. The manager monitors this information to make sure it is consistent, precise, and displays an accurate understanding of all children's skills, abilities and progress. Documentation for tracking children's progress is in place. The manager maintains an overview of this information so that individual children with identified needs are targeted. As a result, appropriate support and intervention is sought and gaps in achievement are closing. Performance management is well managed within the nursery and staff training needs are identified through regular supervision and appraisals.

Children are safeguarded because the manager and staff have clear policies and procedures embedded within their practice. Effective recruitment and vetting procedures are in place. As a result of comprehensive induction procedures, staff and students are fully aware of their roles and responsibilities in keeping children safe. Systems are in place to ensure all areas used by children are safe and secure, as a result, children display a very good awareness of safety.

Self-evaluation takes into account the views of staff, children and their parents. Views are sought through regular meetings and one-to-one conversations with staff, and children have opportunities to share their opinions through discussion and circle time. Effective use is made of parents' evenings to seek their views. For example, parents describe how they have been consulted about future plans to develop a sensory area in the outdoor environment. The manager has a strong drive to improve the nursery and has a clear and successful improvement plan that supports children's achievement over time. There are well established links with the advisory team within the local authority and this further enhances the self-evaluation process.

Partnerships with parents and carers are a clear strength of the nursery. Words such as 'brilliant' are used to describe the care and support the nursery provides to children and their families. Parents are happy with the information provided about their child and provide regular feedback to staff, both verbal and written. The manager and staff are committed to working in partnerships with other providers and there are clear plans in place for supporting children who attend other settings. The nursery works well with other agencies, such as speech and language therapy services and other health professionals. This ensures appropriate interventions are secured for children and they receive the support they need.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY453295
Local authority	Newcastle
Inspection number	884827
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	62
Name of provider	Little Bears Childrens Day Nursery
Date of previous inspection	not applicable
Telephone number	0191 2644414

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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