

Billy Bear's Nursery

Billy Bears Nursery, Brownley Road, Shirley, SOLIHULL, West Midlands, B90 4QP

Inspection date

08/04/2013

Previous inspection date

16/05/2011

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 4

The contribution of the early years provision to the well-being of children 4

The effectiveness of the leadership and management of the early years provision 4

The quality and standards of the early years provision

This provision is inadequate

- Self-evaluation lacks rigour and is not robust enough to fully monitor and review practice, target areas for improvement and ensure all legal requirements are met, such as the administration of medication.
- The lack of appropriate supervision arrangements means that staff do not receive regular opportunities to discuss issues and receive support. This also hinders the development of positive and cooperative relationships between staff, owners and management.
- Children's well-being and learning are not sufficiently fostered. This is because babies do not go outdoors on a daily basis and a wide range of resources are not always made available to support and extend children's play.
- Staff are not deployed effectively to ensure the safety and efficient management of the nursery.
- Confidentiality for children is not ensured because their learning and development records are not safely and securely stored.

It has the following strengths

- Children are happy and settled because settling-in and transition arrangements between rooms are supportive and planned to meet children's individual needs.
- Children develop positive attitudes to healthy eating through discussion at meal times and participation in relevant learning experiences.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities throughout the nursery in both indoor and outdoor spaces.
- The inspector spoke with the nursery owner, the manager and staff at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector took into account the views of parents through discussion and from written questionnaires sent out by the nursery.
- The inspector interacted with children throughout the inspection.
- The inspector conducted a joint observation with the manager in the pre-school room.
- The inspector conducted a tour of the premises during the inspection.

Inspector

Carol Johnson

Full Report

Information about the setting

Billy Bear's Nursery was registered in 2004 on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and situated on a residential estate in Shirley, Solihull. Children are cared for on the ground floor of the premises. The nursery serves families and children in the local community and surrounding areas. There is fully enclosed area available for outdoor play.

The nursery employs 18 staff. Of these, 17 hold appropriate early years qualifications at level 3, and one holds level 2. The nursery opens five days a week all year round, except for a week at Christmas and Bank Holidays, from 7.30am to 6pm. There are currently 78 children on roll who are in the early years age group. The nursery provides funded early education for three- and four-year-olds and supports children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- develop appropriate arrangements for supervision of staff and develop a culture of support, coaching and team work
- promote the well-being, learning and development of babies by ensuring they have access to the outdoor environment on a daily basis
- implement an effective policy and procedure for administering medicines; this specifically refers to ensuring that staff obtain prior written parental permission for children to be given pain and fever relief
- ensure staff are deployed effectively to meet the needs of all children
- develop the educational programme by effectively planning the use of resources and the learning environment to ensure a challenging and enjoyable experience for each child in all areas of learning and development
- ensure that children's learning and development records are held securely and only accessible and available to those who have a right or professional need to see them.

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

- improve self-evaluation to drive improvement and include the views of staff, children and parents to obtain a clear view of what the nursery needs to do to develop and to bring about improvements for children

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

Children make some progress in their learning and development, and appear happy and engaged. They participate in a balance of child-initiated and adult-led experiences, and activities are planned to promote all areas of learning and development. However, the way that resources are provided, and the environment used, is not good enough to ensure that children receive sufficiently enjoyable and challenging learning experiences. For example, babies do not experience the outdoor environment on a daily basis. This means that they do not enjoy regular opportunities to be physically active outside or to have first-hand contact with weather and the natural world. Furthermore, sufficient resources to extend and support children's play are not always available. The pre-school role play area is being

developed as a garden centre and parents have been asked to send in some relevant resources. However, at present, there are no resources that encourage children to read and write for a purpose or use numbers; children do not have a phone, pens, notepads or a till in this area. Nonetheless, children use their imagination and turn a chair and a cardboard box into a bus and pretend that various items taken from around the room are treasure. In the pre-school room, the book area lacks imagination and does not invite children to sit and look at books. Also, the majority of books are ripped and have pages missing. Consequently, children's learning experience and their enjoyment of books is hindered. The owner has recently purchased some resources including several books, dolls and items of play food. In addition, children's books are loaned from the local library on a regular basis. However, these are not being used effectively to help children achieve their full learning potential.

Staff frequently observe children and gather information about their individual starting points, interests, needs and progress. This information is then reviewed and suitably used to inform planning, alongside children's individual learning and development records. Key persons maintain individual learning and development records for each of the children; these include observation records, photographs of children engaged in play and some examples of children's artwork. Parents are invited to add to these records and staff provide daily verbal feedback to parents in relation to children's welfare and progress. Staff suggest some ideas as to how parents can support and extend children's learning at home and in the setting.

Staff provide children with a range of materials and objects to explore and investigate. Babies show curiosity as they look inside cardboard boxes, scrunch tissue paper and gaze at their reflections in mirrors. Toddlers engage in lots of messy play activities and enjoy exploring the texture of different materials that include jelly and cooked pasta. 'Tweenies' examine fruit and vegetables, and pre-school children discover whether various items sink or float when placed in water. Consequently, children learn to problem solve, investigate different sounds and textures, and learn about size, shape and colour.

Staff suitably support children to develop many of the skills they will need in later life. For example, they encourage children's language and communication skills through modelling words and inviting them to talk about things that interest them. They actively listen to children and ask some open-ended questions to extend their learning and develop conversations. Staff encourage friendships between children and remind them to share and take turns in conversation. Pre-school children are learning to write and recognise their names, and count and calculate as they join in with number rhymes. Children who speak English as an additional language are suitably supported. Staff model language and use gestures, together with facial expressions, to help children understand what they are saying. Furthermore, they ask parents to share and write down some key words in children's home languages. Children learn about difference and similarities in people in various ways. For example, they participate in activities inspired by a selection of religious festivals and access resources that reflect positive images of diversity.

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

Children have plenty of space to play and rest. The nursery environment is bright and welcoming, and children laugh and smile as they play. They learn about safety as they take part in emergency evacuation procedures and listen to safety reminders from staff. Outdoor play is a regular feature of the daily routine for most children; they use the garden area and sometimes go on outings to the local shops woods. Some children benefit from a weekly music and movement session delivered by an outside company. In addition, staff organise races and team games for the older children outside. As a result, some children develop positive attitude towards a healthy lifestyle and learn about the effects of exercise on their bodies. However, not enough attention is paid to ensuring that babies enjoy daily access to the outdoors. Babies have a separate enclosed outside play area but this has not been used for some time. They are rarely taken on outings beyond the nursery. Consequently, babies do not benefit from regular fresh air and outdoor exercise.

Children appear settled and they are comfortable with staff and the nursery environment. They make some self-chosen choices about their play and a range of child-height storage methods allow children to select some resources independently. However, resources are limited in some areas and, therefore, children's choice and enjoyment are restricted. For example, there are very few wheeled toys outside and children have to wait some time for a turn, or move on to play elsewhere. Staff are warm and approachable, and the nursery key person system suitably supports children's transitions. Flexible settling-in procedures allow new children to settle at a pace that meets individual requirements. Key staff exchange information with parents on an ongoing basis to inform daily planning and promote consistency of care. For example, they talk to parents about their children's home routines, individual needs, progress and comfort items. Staff recognise when babies are tired, hungry or unwell and react promptly. Parents are contacted if their child is unwell and information is exchanged with regard to any allergies or health needs. Staff complete a record sheet each time they administer medication to a child and inform the child's parents that they have done so. However, children's health and welfare is not consistently protected because staff do not always follow nursery medication policy and procedures. For example, during the inspection a member of staff did not follow written parental instructions indicating the time that they wished pain relief to be administered to their child. Furthermore, the nursery is not meeting a requirement of the Statutory Framework for the Early Years Foundation Stage to obtain prior written parental permission before administering emergency pain relief. Nonetheless, staff make telephone contact with parents before any emergency medication is administered. This allows staff to discuss the child's health and any concerns, and check that parents are happy for the medication to be given.

Some other aspects of children's well-being are promoted well. Staff provide children with good role models and encourage manners, sharing, and respect for others. On the whole, children behave well and show by their actions that they understand the nursery rules and boundaries. For example, they do not run inside and know that they must help adults to tidy away toys after use. Staff encourage children's acceptable behaviour and self-confidence through praise and positive body language. They promote consistency of care for children by sharing and agreeing behaviour management strategies with their parents. Children learn about healthy and unhealthy foods through a variety of planned experiences and routine discussions at mealtimes. The nursery has a very good food hygiene rating, and staff and children follow good hygiene practices. Food provided by the

nursery is healthy and nutritious, and regular drinks prevent children from becoming dehydrated. Suitable care is taken to ensure that children's health and dietary requirements are known, recorded and met.

Children's transition to other settings is suitably supported. Staff from local schools are invited to the nursery to meet the children moving into their care. Staff talk to children about moving on and encourage independence skills, for example, putting on their own coats and shoes and visiting the toilet independently. Transition between rooms in the nursery is managed well. Staff assess when individual children are ready to move on and discuss this with parents. Arrangements are made for the child to visit their new room for short periods and their key person provides support. Information about the child is passed on to staff in the new room and parents are introduced to their child's new key person. Consequently, children settle swiftly and parents are reassured.

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

Methods used to monitor the effectiveness of policies and procedures and children's progress, and to evaluate the provision as a whole, lack rigour. The views of all involved in the setting are not actively gathered and used, and there is a lack of clear direction as to priorities for improvement. The owner and manager show some appreciation of the nursery strengths, for example, the spacious premises and flexible service offered to families. They know that they are things they need to improve and there have been some improvements in some aspects since their last inspection. For example, parent information has been developed and staff use natural materials more in their play with children. However, action taken in respect of some of the recommendations raised at the setting's last inspection is insufficient. For example, resources, including staff, are still not being organised and used effectively. The nursery is meeting ratio requirements of the Statutory Framework for the Early Years Foundation Stage, but recent staff changes have had a detrimental impact. Staff morale is low and their workload has increased. Staff find it difficult, at times, to carry out their duties as required and/or desired. For example, the manager is unable to regularly observe, monitor and assess staff practice because she is frequently required to provide staff cover in rooms. As a result, several requirements of the Statutory Framework for the Early Years Foundation Stage are not met.

The provider does not have appropriate systems for mentoring and supporting staff. Staff do not have regular or suitable opportunities to discuss their performance or professional development needs with the nursery manager or owner. Appraisals are carried out on an annual basis and there are some staff meetings. However, meetings of the whole staff team are rare. Furthermore, the monitoring of staff practice and the nursery as a whole is weak and reactive. For example, the manager and owner failed to immediately notice that some of the children's learning and development records had been taken home by a member of staff. The owner has attempted to recover these records but they are still missing and this means that there is a breach of children's confidentiality. In response, the manager and owner have developed a checklist and procedures for regular monitoring of some aspects of staff practice. Spot checks are carried out each Friday. However, as demonstrated by the actions raised at this inspection, these procedures are not yet

effective in securing improvement.

Staff show a satisfactory knowledge and understanding of child protection procedures. They know what to do if they have any concerns about a child in their care or a member of staff. The nursery safeguarding policy includes required information and is shared with parents and all adults working in the setting. The nursery premises are suitably safe and secure. Children are only released into the care of authorised individuals, and all adults working in the setting are appropriately vetted. Staff have attended a variety of training, including courses to raise their knowledge and awareness of safeguarding and equality and diversity issues. Management ensure that there is always a suitably first aid trained member of staff on the premises or with the children at all times. However, staff did not record accurate hours of attendance for two older children attending the holiday club over the Easter period. This is a breach of requirements of the compulsory part of the Childcare Register and compromises children's safety and welfare.

Friendly relationships exist between staff and parents, and information is exchanged in a variety of ways. For example, parents receive newsletters and staff complete daily diary sheets for the younger children. Additional information is shared via notice boards, the nursery prospectus and website, and verbally when children are dropped off or collected. The nursery has established appropriate links with agencies in the local authority to support the inclusion of children with any special educational needs and/or disabilities. Staff are aware of local support mechanisms and recognise the value of working closely in partnership with parents and others. Parents interviewed during the inspection compliment the nursery and comment on how happy their children are to attend. Comments gathered on parental questionnaires include praise for the helpful, supportive and understanding staff team.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- maintain a daily record of the hours of attendance of the children looked after on the premises (Records to be kept) (Compulsory part of the Childcare Register).

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	EY421650
Local authority	Solihull
Inspection number	912004
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	114
Number of children on roll	78
Name of provider	Billy Bear's Nursery Limited
Date of previous inspection	16/05/2011
Telephone number	0121 744 2332

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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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