

Oscar Bears Child Care Centre

142 Blackburn Road, Accrington, Lancashire, BB5 0AD

Inspection date

22/04/2013

Previous inspection date

15/09/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Relationships with parents are strong and contribute well to children's learning and development needs.
- Arrangements for safeguarding children are effective and clear policies and procedures are implemented well.
- The key person system supports engagement with all parents. This means that children feel safe, secure and receive the individual support they need.
- The educational programmes provide interesting and challenging experiences to promote children's learning and development as they progress towards the early learning goals.

It is not yet outstanding because

- There is scope to extend the programme for mathematics for older children through the provision of more exciting resources to ignite children's interests in numbers, counting, sorting and grouping.
- Older children do not optimise their independence when preparing tables for lunch time and serving food.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's activities in the baby area, the toddler area and the pre-school area.
- The inspector held meetings with the managers and talked to key persons.
- The inspector looked at various documents, including policies and procedures, children's records, evidence of the suitability of staff and safeguarding information.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Wendy Fitton

Full Report

Information about the setting

Oscar Bears Child Care Centre was registered in 1999. The nursery is privately owned and operates from a large three storey Victorian building. The premises are situated in the Accrington area of Lancashire. There is an enclosed area for outdoor play. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open Monday to Friday, 7.30am to 6pm, all year round, apart from Bank Holidays.

There are currently 129 children on roll in the early years age range. The nursery provides funded education for two-, three- and four-year-olds. There is an after school club and holiday club available for school aged children. The nursery supports children with special educational needs and/or disabilities and those, who speak English as an additional language. There are 17 members of staff employed to work directly with the children. Of these, 16 staff hold an early years qualification between level 3 to level 6. There are two staff members with Early Years Professional Status. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance the programme for mathematics for older children, for example, by providing exciting resources and creating opportunities for children to experiment with a number of objects, the written numeral and the written number word; by providing matching activities with a range of numbers, numerals and selections of exciting objects to sort, order and group
- extend the opportunities for the pre-school children to develop their independence skills, for example, by fully involving them in preparing for their lunch times.

Inspection judgements

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

Children are happy and motivated to learn through the provision of interesting and challenging activities and experiences to meet their individual needs. Staff have a good knowledge, skills and a clear understanding of how children learn. There is a sharp focus on helping children to acquire communication and language skills and on supporting physical, personal, social and emotional development. This is in order to improve their

learning from the information given to staff when children start at the nursery and ensures that they are prepared for school and their next stage of learning.

Babies freely explore their indoor environment and seek out their favourite toys. They develop their physical skills as they move independently and use furniture to support them with standing, reaching and walking. Staff in the baby unit engage with children as they build with blocks, fix the train track together and move freely around the environment, selecting toys and activities of their choice. Babies respond positively to the routines of the day, showing that they understand when it is time to go and sit down for snack, or when it is time for their nappy change or sleep. Babies explore media and materials through their senses and staff provide paint, shaving foam and sawdust to enable babies to explore colour and texture. Babies feel secure with their key person and respond to the close contact and positive praise and encouragement offered. As a result, they feel good about themselves and develop their self-esteem and confidence.

Children are confident and demonstrate friendly behaviour, as they initiate conversations and show that they have very positive relationships with peers and familiar adults. They enjoy circle time and sing their chosen action songs. They select and use activities and resources with help and enjoy the responsibility of carrying out small tasks when they tidy away toys. However, lunch times in the pre-school room are not sufficiently organised to make sure that the children can make the most of a positive social occasion with their peers or enhance their independence skills. Children play with purpose and concentrate on a chosen activity and show confidence when asking for adult support and participation. They develop their independence skills through everyday routines, washing hands, feeding themselves and tending to their own personal needs in the bathroom. Children maintain attention, concentrate and sit quietly during the 'guessing game'. They understand the use of objects and listen to descriptions of items taken from under the blanket in this game. Staff show interest in the words that children use to communicate and help them to expand on what they say, introducing more complex sentences. Some of the resources for mathematics do not appeal to children's interests and they are not challenged to sort, order and count during their play. As a result, there is scope to extend the use of numerals across all areas of the continuous provision. Staff show genuine interest in developing children's imaginative play and play alongside them. For example, they use the home corner props and equipment to act out an experience they are familiar with, such as making a drink and a sandwich.

Teaching is effective and assessment procedures are focused and comprehensive. Staff plan the learning programme from the information gathered from parents on entry to the nursery. Each child is assigned a key person to be responsible for their development, routine care practices and relationships with parents. Every child has an individual profile and learning journey. Staff have detailed knowledge of every child's needs and future needs. All children are working within their expected level of development and in some areas are above that level. Staff are fully aware of how children learn and plan to support their progress. Children are involved in all activities. Relationships with parents are effective and make a good contribution to meeting all children's needs. Staff discuss children's learning and progress with individual parents and the learning records and daily diaries are accessible to them. Staff engage parents in planning around children's interests as they ask for any additional information about children's activities at home over the

weekend. As a result, effective relationships with parents support children's learning and progression.

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

The nursery is welcoming to children and parents. There is lots of information displayed in the entrance reception area. This, together with the friendly and reassuring staff, reinforces that children are valued, which in turn enhances their emotional well-being. Children settle well because staff are friendly and welcoming. They make sure they work closely with parents to find out about the children's routines, so that they can meet their welfare needs. The effective key person system and the warm interaction between staff and the children ensures that all children form positive and trusting relationships with the staff. They go to them for reassurance and a cuddle, which provides them with a secure and safe environment for them to develop their confidence and self-esteem. Children's behaviour is positive due to the clear boundaries and guidance provided by the staff. They are encouraged to help others and are made to feel special through rewards and stickers. Staff are good role models and encourage children to have manners, take turns and explain the difference between right and wrong. Therefore, children gain skills to make positive relationships and manage their own behaviour.

Staff encourage children to take moderate risks within their own capabilities. They show children the correct way to use scissors and remind them about not running inside or climbing up onto chairs. Children respond to the visits from the fire service and the police officers and learn about the safety procedures in the home and in the community. As a result, children feel safe and secure and learn about risks and safety procedures. Children learn about the importance of a healthy diet. They are provided with a good range of healthy and nutritious snacks and meals. Menus are planned according to children's individual dietary needs. Children become aware of the importance of good hygiene as they see the posters and information about washing their hands thoroughly. Staff promote good hygiene and prevent the spread of infection through wearing gloves and aprons and following health procedures.

Staff provide frequent opportunities for children to enjoy fresh air and exercise in the outdoor play areas. Children can run freely and use physical play equipment and there are opportunities to use the designated physical activity room. Therefore, children develop their physical skills and adopt healthy lifestyles. The indoor learning environment enables children to independently choose from a selection of resources that are easy for them to reach. This encourages them to become confident learners and teaches them to make choices and play cooperatively alongside others. Children are well supported in their transitions within the nursery. This is due to the settling-in visits with their key person as they move into a different room. All individual records and learning journeys are passed onto the next key person, in order to meet and support children's individual welfare and development needs. Parents' comment very positively about the care their children receive. They state that staff are very good and provide lots of activities for their children. Parents feel that children are safe and secure and that staff support parents and children to ensure that all needs are met. There is good engagement with parents to help children settle into nursery life.

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

The nursery is well organised and the manager has high expectations for all children. She ensures each child makes good progress in their learning and that children are protected and safeguarded. The appropriate procedures for recruiting, vetting and checking staff ensures that they are suitable and safe to work with children. Effective risk assessments and health and safety procedures ensure that hazards are minimised, in order to reduce the risk of accidents to children. Children are only released to adults, who have been notified to the manager by the parent and children are unable to leave the premises unsupervised. The manager takes on full responsibility for anyone entering or leaving the premises and follows procedures for visitors and unauthorised people, by checking identity. The main door is locked and a chain mechanism is in place during the day. The premises, facilities and equipment are accessible and suitable for children with disabilities. The procedures to make reasonable adjustments to the premises are clearly identified according to individual needs. The manager promotes the children's safety by ensuring that all policies and procedures are effectively implemented. Parents are kept well informed of any issues through safety notices and information boards around the nursery.

Good induction systems ensure that staff are clear about their roles and responsibilities. The practice and performance of staff is effectively monitored and robust supervision and appraisal is undertaken. This formally identifies individual professional development and training needs, in order to continually improve the learning programme and children's achievements. Positive relationships between staff and parents ensure that children's needs are met. Parents speak highly of the nursery and express their satisfaction with the service provided. They are kept informed about their children's progress through daily discussions with their child's key person. Information displayed on notice boards and in newsletters also helps to keep parents informed. This includes information about any activities, themes and community information. There are effective partnerships with other providers, professionals and support networks to secure support for children with special educational needs and/or disabilities and therefore, ensure no child is disadvantaged.

The manager is fully committed to developing practice and ensuring continuous improvement. Strengths and improvement plans are clearly identified and the owner and manager involve staff and parents in self-evaluation. The manager is a good role model to staff and is involved in all day to day life of the nursery. She promotes effective team working and ensures that all staff are up to date with training. She is dedicated to her work with children and is organised in her role as the nursery manager. As a result, all children's care, learning and development needs are fully met.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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	309600
Local authority	Lancashire
Inspection number	914414
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	108
Number of children on roll	135
Name of provider	Oscar Bears Ltd
Date of previous inspection	15/09/2011
Telephone number	01254 238 600

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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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