

Claire's Little Bears Day Nursery

11 Boutport Street, BARNSTAPLE, Devon, EX31 1RW

Inspection date	17/06/2013
Previous inspection date	15/02/2012

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

- Communication and interactions with children are strong, particularly in the baby room.
- Partnerships and information sharing with parents are good.
- Staff reinforce learning through questioning and linking with life examples, particularly with the older children.
- Staff use praise and encouragement to positively support learning and development.
- The management are passionate about improving the quality of the provision to support children's learning.

It is not yet outstanding because

- Systems to monitor children's development records are not consistent, which means not all parents receive detailed information about their child's progress.
- Children are not consistently given the opportunity to learn to express themselves creatively using a wide range of media and materials to represent their own ideas.

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 activities throughout all age groups and in the garden.
- The inspector interviewed the manager, area manager and owner.
- The inspector took part in a join observation with the manager and area manager.
- The inspector reviewed a range of documents and policies, including children's observation and assessment records.
- The inspector took account of the views of parents an carers spoken to on the day.

Inspector

Katherine Lamb

Full Report

Information about the setting

Claire's Little Bears Day Nursery is one of four 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 the 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. There are currently 107 children aged from three months to eight years on roll, of whom 91 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 twelve staff support the children, most of whom hold a National Vocational Qualification at level 2 or above.

What the setting needs to do to improve further

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

- strengthen the monitoring of children's development records to ensure consistency in information sharing with parents about their children's progress
- provide children with more opportunities to express themselves creatively by using a wide range of media and materials to represent their own ideas.

Inspection judgements

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

The nursery meets the needs of all children well. Children settled quickly when they arrive and start to play with their friends. Children and staff understand the nursery routine and how sessions run. Staff show close, warm relationships with children and they know the children well. There are good teaching techniques used by most staff. This has a positive impact on children's learning and development meaning that children make good progress from their starting points on entry to the nursery. Staff support children's learning well. They talk to children clearly, question children about what they are doing and leave time for them to answer, showing that they have an interest in what children have to say. The nursery meets required staffing ratios and staff are deployed well to correctly supervise

children and support their learning.

The nursery is well resourced with designated areas to support different parts of children's learning and development. Some resources are stored in boxes that are labelled with photos and this helps children know what is in them. This also helps to promote children's independence when it is time to tidy up. Staff plan activities to cover all areas of learning and meet children's individual needs to support their development. Children have individual 'learning journeys' that record their achievements through photographs and observations. Parents are able to contribute to these folders with observations and achievements that happen at home, which includes parents in their children's learning.

Older children really enjoy learning about how things grow and watering their fruit and vegetables in the garden. Children know that the plants need water to 'help them grow'. They discuss how the plants have changed from when they planted them as seeds and what fruit or vegetable might grow from it. Staff bring learning to life by using puppets to support group discussions. They link learning and what children are talking about to life situations that they can relate to which cements learning. Babies are able to be creative and explore paint through body painting. They proudly show staff marks they have made on the paper with their hands and their feet. Older children are given the opportunity to carry out creative experiences but staff focus too much on the end product so children are not always able to express their own ideas. This reduces opportunities for children to use a range of media and materials to represent their own ideas creatively. The garden gives children the opportunity to play in an enclosed outdoor space where they have access to a range of resources like, bikes, cars and balls. They are also able to go on bug hunts and compare what they find to pictures displayed around the garden, which reinforces learning.

Parents speak highly of the 'key person' system, in which their children are cared for by a particular member of staff, reporting that children have strong bonds with these staff. Staff encourage parents to share useful information about their child when they start at the nursery and they have ready access to records detailing children's 'learning journeys', which they can view at any time to keep up to date on their children's progress. However, some parents receive more detailed information regarding their child's progress through these records than others. The nursery makes contact with other providers that the children attend to support children's development, as well as collecting children from local pre-schools and bringing them back to the nursery for parents who work. There is a home learning board displayed in the entrance hall with the weekly activities on, examples of what the children have done and also any recipes that the children have been cooking that week so parents can also make them at home.

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

Children show close relationships with their friends and play in harmony together as they share their toys and are good communicators, especially the babies. Mostly children are confident learners and either ask for support when needed or play happily independently. Children show they feel safe and secure through their behaviour. 'Key persons' are

allocated depending on who children bond with, and these staff work well to form strong and trusting relationships with the children and their families. Staff respond well to the needs of individual children. Staff interactions with children are supportive and encourage communication and discussion throughout all age groups, including babies. Children's emotional development benefits from these secure attachments. Staff get down to children's level to play with them. Staff listen to what children have to say and are clearly interested in their thoughts, showing they value these, which helps boost confidence. Staff organise themselves very effectively so someone is always available to give children support should it be required.

Staff use mealtimes to promote healthy eating with the children. Children are able to eat home cooked meals provided by the nursery or they can bring in a packed lunch. Staff provide parents with suggestions to continue the promotion of healthy eating. Children take it in turns to serve their own food and drinks, promoting their independence, which teaches them skills that they will need as they move to school. Meal times are a social occasion and most children are developing table manners. Their dietary and health needs are met well as details of any allergies children have are known and considered by staff. The nursery is clean and staff follow hygiene procedures to keep it that way.

The rooms are checked before children arrive. A comprehensive risk assessment details required daily checks, which are recorded and referred to, to ensure the playrooms and activities are safe for the children. Practitioners encourage good behaviour from children; they model good behaviour and use praise to encourage children. They also give children explanations as to why they cannot do certain things. Daily routines help children to understand about safety and careful use of resources. Children make friends, are interested in activities, enjoy their time and look after each other. These are all things that help them prepare for the eventual move to school.

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

The managers and owner have a good understanding of their responsibility in meeting all the requirements of the Early Years Foundation Stage framework. As a result, all children are well cared for and make good progress in their learning and development. There are comprehensive policies in place including safeguarding and staff understand and implement these policies daily. There is a robust recruitment and selection process. All staff have undergone suitability checks and CRB checks are recorded. Staff check the premises daily before the children arrive and before the afternoon session. This shows that staff understand the need to provide a safe and secure environment for children and they do this effectively.

Staff have termly supervision meetings that involve observations of practice and these are formally documented. Staff are offered regular training to update their skills and knowledge appropriate to their role. They also have staff meetings and planning meetings to support them in their role. The nursery manager also meets regularly with other nursery managers under the same provider to evaluate the provision and share good

practice.

The managers and owner are extremely passionate about working together to improve the nursery and have action plans in place. They have a very clear vision about where they want to take the nursery and improvements that need to happen. The nursery manager meets with her staff team to evaluate the provision meaning that they are all involved and work together to improve practice. Their ideas are realistic regarding strengths and areas for development for the nursery and they are already working on these. As part of this the children's learning journeys contain information about what the children have learnt however, the information recorded in these, particularly observations, is inconsistent between children and this has not been picked up using the current monitoring procedures. This means the information parents receive about their children's progress is varied.

Parents are grateful for what the staff do and find everyone friendly, approachable and professional. Parents are kept well informed about their children's time at the nursery through newsletters and informal chats as well as written daily reports.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
The requirements for the voluntary part of the Childcare Register are	Met

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	EY434152
Local authority	Devon
Inspection number	920911
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	107
Name of provider	Claire Elizabeth Symons
Date of previous inspection	15/02/2012
Telephone number	01271377034

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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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