

Bouncy Bear Childcare

Wellington Children's Centre, Courtland Road, Wellington, Somerset, TA21 8NE

Inspection date	23/07/2013
Previous inspection date	03/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children are well cared for in a safe and friendly environment where they develop good relationships with staff and one another.
- Staff use an effective observation and assessment system which enables them to promote children's good progress in their overall development.
- Overall, staff plan a broad range of activities, both inside and out, that interest children and help them learn through play.
- Positive partnerships with parents enable staff to meet children's individual needs well.
- Effective self-evaluation systems, that include views of staff and parents, help to bring about continuous development in outcomes for children.

It is not yet outstanding because

- Staff do not always plan adult-led group activities effectively to interest and fully support the younger children.

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 inside and outside.
- The inspector spoke to staff and children.
- The inspector sampled documentation, which included children's progress records.
- The inspector carried out a joint observation with the registered person.
- The inspector took account of parents' views obtained in person.

Inspector

Brenda Flewitt

Full Report

Information about the setting

Bouncy Bear Childcare was registered in 2007. It is one of two privately run nurseries in the same town. The nursery is situated in the children's centre based at Beech Grove Primary School in Wellington, Somerset. Accommodation consists of one main activity room, with a separate section for babies, kitchen, and toilet facilities. There is an enclosed area available for outdoor play. The nursery has close links with the children's centre, providing some of the creche facilities for training courses. There are also close links with Beech Grove School. The nursery is open Monday to Friday, 8am to 6pm all year round.

Bouncy Bears Childcare is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provides funded early education for two, three and four-year-old children. There are currently 56 children on roll, all of whom are in the early years age group. A team of 14 staff work with children, including the two owner-managers. One owner-manager has qualified teaching status and the other an early years qualification at level 4. Most of the staff hold appropriate early years qualifications at level 2 and 3.

What the setting needs to do to improve further

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

- review the organisation of adult-led group activities to extend younger children's learning experiences.

Inspection judgements

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

Children enjoy the time they spend at the nursery, where the atmosphere is caring and friendly. Overall, staff have a good understanding of the Early Years Foundation Stage learning and development requirements. They organise the play areas well so that children can select toys and resources for themselves. Babies, as well as older children, can easily reach a good range of interesting items, which staff arrange in low-level storage units. However, the organisation of some adult-led group activities is not always well planned to interest the younger children. For example, story and discussion time in the morning includes talking about the date and counting up to 23. While some of the older children are capable of understanding this concept, children under two years quickly lose interest.

Staff implement a clear assessment system to monitor and promote children's good

progress in their overall development. The diary system enables parents to see their children's records daily, which encourages parents to contribute children's activities at home. Staff clearly link observations of children's play and achievements to stages of development. They use the information effectively to plan children's next steps. Management and staff have a clear understanding of their responsibilities in completing progress checks for children aged between two and three years. Good links have been established with health visitors in order for the system to be effective in identifying any extra support needed.

Staff promote children's language well. They talk purposefully with children during their activities to develop their vocabulary and understanding, by modelling language and asking open-ended questions. For example, a member of staff encourages children's listening skills through a game where they identify musical instruments by the sound. She hides the instrument from view and skilfully poses problems that help children think, recall and build on what they already know. Children use their senses to explore the instruments and suggest ideas about the material that the instruments are made from. They enjoy exploring sounds and they hear and start to understand mathematical language such as 'twice'. Staff provide a good range of books that children can select independently, both inside and out. They take children on visits to the library, where they enjoy stories in a different environment. Staff encourage parents to use the library facility to promote reading at home. This all helps children develop a keen interest in books and stories. Staff help children to develop their counting skills through songs, rhymes and as they play. For example, during a role play game about going on a train, children count how many people are on board. Staff encourage children's interest and understanding about nature. They have provided a 'bug hotel' where they promote children's curiosity about insects. Children have been involved in planting and nurturing seeds and plants, which has resulted in growing vegetables to eat and winning a community award.

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

Staff get to know children well as individuals. They seek information from parents when children start at the nursery, which enables them to meet individual needs well. Staff respect babies' routines with regard to sleep and eating, which contributes to the smooth move between home and the nursery. The effective 'buddy' system enables an alternative member of staff to get to know children. This means that children's support for their learning is uninterrupted and that they continue to feel secure in the event of staff absence. Staff plan activities that help children recognise and understand their emotions. For example, children match pictures of people with different expressions and like to wear the corresponding masks. Staff use this opportunity to instigate discussions about how children might be feeling, such as missing their friends when they leave the nursery to start school. Staff help children develop a positive attitude to people's differences through their good example. They welcome parents' knowledge and skills to provide activities that enhance children's experiences. For example, children are learning to speak French through regular input from a parent who is fluent in the language. Children behave well. They understand what staff expect of them through familiar routines and clear explanations. Staff regularly praise children's efforts and achievements, which helps boost

their self-esteem. Children learn about how to stay safe as staff teach them safe ways to move around and how to use equipment. They practise safe routines when they are out walking near roads.

From a young age, children practise good routines for personal hygiene and they start to use toilet and hand washing facilities independently. They learn about oral hygiene as staff encourage them to brush their teeth after lunch. Children choose from healthy options at meal times, from food freshly prepared on the premises. They are increasing skills in pouring their own drinks and preparing some of their own food. Therefore, children are developing independence skills that will be useful as they move on to school. Children have fresh air and exercise several times during the day when they play in the garden or go for walks. They enjoy investigating and transferring water and sand, emptying and filling various containers, which helps them start to understand about capacity. Older children like to play outdoor games such as 'What's the time Mr Wolf?', which encourages counting as well as physical play. Children confidently move around the nursery making their own choices from a good range of resources, both inside and out. Staff have organised the outdoor area well so that children can play outside in all weathers.

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

Management and staff have a good understanding of their responsibilities in meeting the safeguarding and welfare requirements. Clear recruitment procedures mean that staff are checked for their suitability to work with children and any person who has not been vetted is constantly supervised. There is a comprehensive induction programme so that staff are fully informed about their roles and responsibilities in promoting children's safety and welfare. This includes a step-by-step guide to the nappy changing procedure. Staff have a good understanding of how to protect children from harm. This includes recognising signs and symptoms that would cause concern, and knowing the procedures to follow. They keep their knowledge up to date through regular training. Management reviews and updates policies regularly, and ensures that safety procedures are regularly monitored. Management and staff complete detailed risk assessments and checks so that they provide a safe environment for children to play. These include all areas of the nursery and associated equipment, for example the children's toilet area. Staff are clear about their responsibilities in reporting any defects in equipment and there is an effective system that means repairs are carried out swiftly. The registered person is clear about the requirement to inform Ofsted of any significant events that have an impact on the children.

Staff establish positive partnerships with parents. They provide a wealth of information for parents about the setting through displays, newsletters, a website, and a recently established social internet page. Staff seek information from parents about their child's interests and achievements to use in their assessment of children's progress. They are continuing to think of ways to engage all parents. Parents say that their children are happy at the nursery and that the nursery staff are helping their children make good progress in their development. Effective partnerships with other early years professionals and outside agencies contribute to all children being fully included and making good

progress from their starting points.

There are clear systems for monitoring staff effectiveness. Regular appraisals and management observations help identify any training needs. Management has a clear overview of the assessment of children's progress, which helps to identify any gaps in children's learning. The nursery has successfully addressed the recommendations set at the last inspection, which has improved aspects of children's learning and enjoyment. Self-evaluation includes the views of staff and parents, which helps identify clear areas for development and continues to enhance children's learning experiences.

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	EY341257
Local authority	Somerset
Inspection number	923661
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	32
Number of children on roll	56
Name of provider	Samantha Caddick & Paul Caddick Partnership
Date of previous inspection	03/03/2010
Telephone number	01823 667149

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

