

Karebears Childcare

Ryesland Way, Creech St. Michael, TAUNTON, Somerset, TA3 5TA

Inspection date

Previous inspection date

31/07/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- The nursery staff plan a wide range of activities, which help children to learn new skills and make sound progress in their learning.
- Children form strong attachments to staff, due to the effective key person system. Staff support children as they settle in, which enables them to feel secure in the nursery environment.
- The provider plays an active and positive role in the nursery. The staff team discuss areas for improvement, and ways to develop their skills, that will benefits all children.

It is not yet good because

- The provider has not ensured that there is a named lead practitioner for safeguarding. However, staff demonstrate a sound understanding of the procedures to follow to safeguard children.
- Although staff know children's family background well, they do not take all opportunities to celebrate and learn about home languages and customs.
- Some areas in the nursery have limited displays, signs or labels at child level to fully support children's interest in numbers, letters and words.

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 completed a joint observation with the registered provider.
- The inspector took account of views of parents spoken to during the inspection.
- The inspector checked evidence of suitability, staff qualifications, records for medication, outings and safety.
- The inspector looked at a sample of children's assessment records and planning documentation.
- The inspector observed activities in the playrooms and the outside learning environment.

Inspector

Linda du Preez

Full Report

Information about the setting

Karebears Childcare registered in 2013. It is a privately owned nursery situated centrally in the village of Creech St. Michael, near Taunton. The premises include an entrance hall, a large central room, two side rooms, a sleeping room, kitchen and toilets on the ground floor. There is also a staff room, toilet and office on the first floor. There is an enclosed area for outdoor learning. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. Children attend for a variety of sessions. There are currently 19 children on roll, all of whom are in the early years age range. The nursery supports children who speak English as an additional language. There are five members of staff working with children, including the owner who is also the nursery manager, of these four staff hold level 3 childcare qualifications. The nursery provides funded early education for two, three and four-year-old children.

What the setting needs to do to improve further

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

- designate a practitioner to take lead responsibility for safeguarding children and ensure that they attend training to enable them to provide support, advice and guidance to other staff.

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

- develop further opportunities for children to share their home language and customs, through activities and discussions and resources
- provide a wider range of numbers, letters and words at child level across all indoor and outdoor areas.

Inspection judgements

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

Children make sound progress in their learning in this welcoming and organised nursery. Staff find out about children's starting points from parents when they first start. They observe children at play, record their achievements and plan the next stages in their learning. Staff undertake the two-year-old progress check and share information with

parents. They involve parents well and hold daily discussions and meetings to exchange information about how children are progressing. Therefore, parents and staff work together to help children progress towards the early learning goals. However, staff seek information from parents about family backgrounds, but do not always use this information effectively to plan activities to celebrate home cultures and language. Therefore, they do not take all opportunities to teach children about different cultures and value home languages.

Children use a wide range of toys and equipment that are age and stage appropriate. They confidently move around the play areas and chose from the range of resources, which are stored at their level within easy reach. Therefore, they benefit from the freedom to make choices about their play and show independence as they decide whether they will play inside or out.

Staff encourage children as they play, by joining in and offering lots of praise and encouragement. For example, toddlers who have recently learnt to walk, get a lot of praise from staff, who sit at their level and encourage them to navigate around the room. This good support motivates toddlers to explore and investigate. Staff support children's language and communication skills by talking to them about what they are doing and asking lots of questions. Children enjoy these meaningful discussions and talk about the wheels on the cars they are playing. They describe how they "spin around" and "when wheels turn, cars move forward".

Children enjoy making marks on the large boards in the outside area and drawing pictures using the variety of pens and mark making resources across the nursery. However, some areas of the nursery have few letters, signs, posters and labels on display to fully support children's interest in words and numbers. Children enjoy playing with a suitable range of puzzles and problem solving games. Staff join in with them and encourage them to think about how the shapes fit together. They offer gentle support, but allow children time and space to solve problems for themselves. Children remain focused and succeed in the task they set out to do, because of this encouragement. Therefore, staff support children's mathematical and problem solving skills and help them to develop skills to prepare them for the next stage in their learning.

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

Children and parents arrive to a warm welcome from the staff team throughout the day. The key person system enables all children to form positive relationships with staff. Consequently, children seek support from staff when they need to. Staff give babies cuddles and sing to them to offer reassurance when needed. They support children's personal social and emotional development by encouraging them to share and take turns. They offer gentle explanations and teach them to about the needs of others, so children's disagreements are soon sorted out. As a result, children behave well and develop positive social skills.

Children enjoy healthy snacks provided at snack time, such as, fresh fruit, milk or water.

The nursery has a healthy eating policy so children bring a suitably healthy packed lunch. Children show an awareness of personal hygiene when staff take them to wash their hands before they eat. Staff explain to children why this is important, so that they learn about their own well-being.

Staff work well together as a team. They are well deployed and have suitable processes in place to supervise children and meet their care needs. They ensure that babies and toddlers are within hearing distance during sleep time and check them frequently. Staff share information with parents, such as babies sleep routines and what they have eaten during the day. This sound practice ensures consistency in children's care. There are suitable procedures for administering medicine, including a clear policy, which all staff understand and written permission is sought from parents.

The provider has invested in developing a quality outdoor area, so children enjoy a balance of indoor and outdoor learning. Children take supervised risks and develop their own sense of safety as they climb and explore. They enjoy pushing toys around, and navigating toy cars and bikes. These daily outdoor learning experiences enhance children's physical development and well-being. Staff encourage children to be independent, but offer support when needed. This is effective in developing children's growing sense of confidence and independence.

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

The provider has most policies and procedures in place to maintain a safe and secure environment. For example, the provider seeks permission from parents and carries out risk assessments before taking children on outings. There are appropriate systems in place to ensure all staff are suitable to work with children and induction procedures to ensure that new staff and students understand their roles and responsibilities. Overall, the provider and staff have a clear understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They risk assess the premises regularly to check that they are clean and safe. Staff have a sound knowledge of the nursery's safeguarding policy and procedures, including the use of mobile phones and cameras in the setting. Staff know the procedure to follow should they have any concerns about child protection. However, the provider has not ensured that there is a designated member of staff, who has attended appropriate child protection training, to take lead responsibility for safeguarding children, as required.

The provider and her team have a sound understanding of the learning and development requirements of the early Years Foundation Stage. Staff assess children's development to support their progress across all areas of learning and the provider oversees these assessments and planning to ensure they meet children's needs. Staff know the importance of sharing information with other professionals to support continuity in children's care and learning. They have prepared transfer documents to share with local schools when children move on to the next stage in their learning.

Staff work closely together and discuss their practice informally to bring about improvements. They have worked hard to ensure that observation assessment and planning is effective to support each child's learning and are keen to enhance the exciting outdoor area further. Plans for the future include developing a growing area for children to learn about growth and the natural world. The provider arranges staff training through the local authority, which means first aid, and safeguarding training is kept up-to-date. She has developed supervision and appraisal systems to identify what training would be most relevant for the staff's professional development and to monitor the performance of all staff.

Partnerships with parents are sound, staff use daily diaries and verbal feedback to keep parents informed about their children's day. They seek parent's views through questionnaires and plan meetings to discuss children's progress. Parents say that they are pleased with the provision, that their children progress well and they appreciate the caring staff team.

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	EY455304
Local authority	Somerset
Inspection number	930741
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	19
Name of provider	Karen Davey
Date of previous inspection	not applicable
Telephone number	01823 444422

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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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