

# Oscar Bears Nursery

Pleasington Street, Blackburn, Lancashire, BB2 1UF

## Inspection date

22/10/2013

Previous inspection date

18/04/2011

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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 enjoy their play and learning as staff have a good understanding of how to support them. As a result, children make good progress in their learning.
- Arrangements for safeguarding children are well established and clear policies and procedures are implemented consistently across the nursery to ensure children are kept safe at all times.
- The well-embedded key person system helps children to form secure emotional attachments as staff value each individual child. Consequently, children are happy, confident and enjoy their time at nursery.
- The outstanding outdoor environment is highly stimulating, with an excellent range of resources for children to explore. This promotes learning across all areas and challenge outdoors.

### It is not yet outstanding because

- The indoor environment is too colourful and overly stimulating for the youngest children, so does not fully promote a relaxing and calming environment in which children can learn and feel a sense of well-being.
- Opportunities to further support babies' good exploratory and investigatory skills while indoors are not yet fully resourced with more natural and open-ended type materials.

## 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.

## Inspection activities

- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector spoke to the manager, nursery owner, parents, staff and children throughout the inspection.
- The inspector conducted a joint observation with the nursery manager.
- The inspector looked at documentation, including children's records, assessments, planning and a selection of policies and procedures.

## Inspector

Jenna Geggie

## Full Report

### Information about the setting

Oscar Bears Nursery was registered in 2002 on the Early Years Register. It is situated in the Blackburn area of Lancashire. The nursery serves the local area and is accessible to all children and there are three individually enclosed areas available for outdoor play.

The nursery employs seven members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, including one with Early Years Professional Status.

The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 44 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

### What the setting needs to do to improve further

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

- create a more calming and relaxing environment indoors, based upon current best practice, for example, by using more neutral colours, in order to promote the youngest children's learning and well-being
- extend opportunities to further support babies' good exploratory and investigatory skills while indoors by providing more natural and open-ended type resources.

## Inspection judgements

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

Staff have a good understanding of the Statutory framework for the Early Years Foundation Stage and use their knowledge to plan an interesting range of activities that children enjoy. Staff differentiate activities in accordance with children's differing stages of learning, in order for all children to make good progress. Trackers are used to monitor children's progress and next steps for learning are in place to close any gaps in children's development. Consequently, all children make good progress in their learning. Children's assessments are regularly completed and accessible to parents during parents' evenings or on other occasions when parents are invited into the nursery. Each Friday, the nursery hosts 'family Friday's' events, where parents are invited to stay and play. This encourages parents to take an active part in their child's learning as they are encouraged to look at their child's development records and observe them play in the nursery environment.

Staff are skilled at encouraging children's emerging independence. They provide children with opportunities to do things for themselves, such as serving their own lunch. Staff are seated nearby children when they require additional support and skilfully encourage children to problem solve. For example, when one child asks a member of staff for help, the member of staff talks to the child about how to scoop her lunch up easier by suggesting that she tilts the bowl closer. This enables the child to successfully serve her own lunch and promotes a 'can do' attitude in children. Consequently, children are equipped with necessary skills, such as problem solving and independence, in order to prepare them for moving on to school and their next steps in learning. Staff use mealtimes as a chance for casual chatter and children respond by vocalising their opinions. This supports children's communication and language skills and promotes natural conversation.

Babies do have access to some natural and open-ended resources indoors, however, these are few in number, so babies' good exploratory and investigatory skills are not always fully promoted. Nevertheless, all children have access to an outstanding outdoor area, which contains a wealth of natural resources and opportunities for challenge and critical thinking. The outdoor area boasts a range of resources, which span the areas of learning and children display the characteristics of effective learning. Children have access to climbing frames, stepping stones, balancing beams and a 'rickety rickety bridge', which promotes children's coordination and physical development skills. Children play outdoors for much of the day and consequently, they regularly have access to this outstanding continuous provision and reap the benefits of its' learning potential. For example, children talk about the sizes of the worms they find in the garden and skilled staff extend their thinking by using mathematical language to embed learning.

Children learn about the wider world as staff discuss their own experiences in celebrating festivals. A variety of multi-cultural resources are available to children and consequently, children are familiar with cultural differences and embrace individuality. Children's bathrooms are themed and provide children with a talking point during routine care activities. One such bathroom is space themed and children confidently talk about space and understand complex concepts, such as gravity. For example, children say 'there is no gravity on the moon, but we have gravity here on earth'. Staff utilise the learning potential of the environment and as a result, children confidently talk about what they have recently learned with pride.

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

Staff are warm and caring and as a result, children form trusting relationships with their key person and other staff. Staff talk confidently about each individual child's needs, likes and dislikes and demonstrate that they are knowledgeable when talking about their key children. If children become upset, staff act swiftly to soothe them and consequently, children are happy and enjoy their time in nursery. Children are effectively supported as they start at the nursery with settling-in visits that are tailored to their individual circumstances. For example, children can have as many or as little settling-in sessions as they require to feel confident enough to be separated from their parent/carer. As a result, children are settled, happy and confident. Staff supervision is of a good quality as staff are

always available to support children and allow them to play and explore freely.

Children are well behaved as staff gently remind them of the behavioural expectations of the nursery and a 'good habits poster' with visual images further embeds the nursery's boundaries. As a result, children play cooperatively and talk about taking turns and sharing. Older children are aware of how to keep themselves safe and talk about how running indoors can cause them to fall over and hurt themselves. The outdoor areas also provide children with opportunities to problem solve and take risks. Children are encouraged to take controlled risks when playing on the large sloping gradients in the garden and balancing. Safety is given high consideration as the outdoor environment is risk assessed regularly to ensure children can explore fully and safely enjoy adventurous play. Staff are nearby to support children when taking risks and are skilful in determining the balance between controlled and significant risk.

Informative transition documents are in place when children move rooms, so that their next key person is aware of their needs, likes and dislikes. Settling-in sessions are provided for children to familiarise themselves with new surroundings and people. A verbal exchange of information takes place between a child's previous key person and their new key person. This ensures that children experience smooth transitions, so that children find their new experience fun and enjoyable.

Meals are nutritious and well presented and together with children's regular access to exercise and outdoor play promote a healthy lifestyle. Regular snacks and drinks throughout the day and careful attention to children's medical requirements ensure that their individual needs are met. Staff are knowledgeable about promoting a healthy lifestyle and the nursery has been awarded certificates for taking part in the 'smile for life' programme. Staff talk confidently as they explain how they have worked with parents as part of the programme to encourage children to have regular dentist check-ups and provided advice for parents on healthier food and drink alternatives to support children's well-being.

Good organisation of resources encourages children's independence as they are able to choose and select toys and equipment for themselves. However, the environment for the youngest children is very colourful and overly stimulating as walls are painted in bold colours. There is further scope, based on current best practice, to create a more calming and relaxing environment in which children can learn and feel a sense of well-being.

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

The inspection was prioritised by Ofsted, as a result of safeguarding concerns raised following an incident where some children were left in the toilet area with an unvetted person. Immediate action was taken by the nursery to ensure that children continue to be safeguarded. Staff have all accessed safeguarding training and are fully aware of the signs and symptoms of abuse and who to contact if there are any safeguarding concerns. Staff are vigilant in their supervision of children and this is demonstrated as they count each child in and out of the building when accessing the outdoor environment. The manager

consistently monitors the staff and children attending each day and uses qualified bank staff to cover staff absences, in order to ensure that ratios are being met at all times, consequently, children's needs and well-being are effectively promoted.

The manager has recently returned from maternity leave and together with the nursery owner has devised a targeted action plan for improvement within the nursery. The action plan contains an accurate list of areas for improvement with targeted review dates on, in order for the nursery to continue to make good progress. The manager holds Early Years Professional Status and has a very good knowledge of current best practice. She is aware that some resources require updating and is able to explain how children benefit from access to quality natural resources. The manager is knowledgeable about her role and responsibility as the nursery leader and as the designated safeguarding officer. She has devised the policies and procedures and these are exceptionally well embedded throughout the nursery and staff have a sound understanding of what these policies look like in everyday practice. There is a low staff turnover with many staff having worked at the nursery for many years, this ensures continuity for children and experienced and knowledgeable staff are leading practice throughout the nursery.

Key codes and an effective password system ensure that the premises are secure throughout, so no unauthorised person is able to gain access. Rigorous risk assessments of the indoor and outdoor environment, completion of regular fire drills, qualified first aiders and completion of safeguarding training means that children's safety and well-being is paramount.

The manager has fostered an honest and open culture throughout the nursery, with staff members feeling at ease and approaching the manager regularly. The manager spends time in all playrooms, in order to coach, monitor and advise staff, so that their practice is continually improving. Regular staff supervisions are implemented to ensure that staff are given opportunity to discuss any concerns with the manager and to decide what training and professional development is needed, in order to better support children.

There is an effective self-evaluation system in place, which includes contributions from staff, parents and children. For example, parents are given questionnaires, opportunities to comment in a book and a suggestion box is in place for feedback about the service, which they provide and new initiatives. It is evident that the manager and staff value the input of parents and this is reflected in parents' positive feedback on the nursery.

The manager takes overall responsibility for monitoring the educational programmes to ensure children access activities and experiences that cover all areas of learning. She holds Early Years Professional Status and effectively uses her knowledge and skills to coach staff in their practice and support them with the organisation of the environment. Staff are enthusiastic about the service, which they provide and this is reflected in their enthusiasm and enjoyment they demonstrate when interacting with children and working as a team.

## 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

<b>Unique reference number</b>	301671
<b>Local authority</b>	Blackburn
<b>Inspection number</b>	939519
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	48
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Bicentennia Ltd
<b>Date of previous inspection</b>	18/04/2011
<b>Telephone number</b>	01254 693 775

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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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Piccadilly Gate  
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