

Billy Bear's Nursery

Billy Bears Nursery, Brownley Road, Shirley, SOLIHULL, West Midlands, B90 4QP

Inspection date

31/10/2013

Previous inspection date

08/04/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- The management and staff are clear about procedures to be followed if they have concerns about children in their care. Safeguarding arrangements ensure children's well-being is effectively promoted to keep them safe.
- Staff provide a wide range of interesting activities, and the vast variety of high quality resources within children's reach provide a good level of challenge to support their learning so that they make consistent progress.
- Children are happy in the nursery because they form strong attachments with key persons who meet their individual needs well, and promote their good behaviour effectively.
- Effective care arrangements ensure that children's individual needs are met well.
- The professional development of staff is well managed to ensure they take responsibility for their roles in the nursery.

It is not yet outstanding because

- The already good independence skills of pre-school children are not always promoted because some equipment, for example, jugs are not suitable for them to pour their own drinks at dinner time.
- Occasionally, the monitoring of the very good quality of teaching is not always fully implemented to reflect all aspects of the educational programme.

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

Inspection activities

- The inspector held discussions with the provider/manager.
- The inspector spoke with staff and children.
- The inspector spoke with four parents on the day.
- The inspector observed activities in care rooms and during outside play.
- The inspector sampled records of staff, children, policies and procedures.
- The inspector carried out a joint observation with the provider/manager.
- The inspector conducted a tour of the premises.

Inspector

Adelaide Griffith

Full Report

Information about the setting

Billy Bear's Nursery was registered in 2004 on the Early Years Register and the compulsory part of the Childcare Register. It is privately owned and situated in a residential area in Shirley, Solihull. Children are cared for on the ground floor of the premises. The nursery serves the local community and surrounding areas. It operates from four rooms and there are two enclosed areas available for outside play.

The nursery employs 17 members of child care staff. Of these, 16 hold appropriate early years qualifications at level 2 and above.

The nursery opens 7.30am to 6pm, Monday to Friday, all year round, except for one week at Christmas and bank holidays. Children attend for a variety of sessions and there are currently 71 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance the already good independence skills of pre-school children by providing suitable jugs that allow them to pour their own drinks at dinner time
- improve the very good methods for monitoring practice to ensure all aspects of the educational programme are reviewed consistently to support children's progress towards excellence.

Inspection judgements

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

Staff have a clear understanding of promoting children's development through a wide range of interesting activities. They consistently plan for children's individual needs across all areas and build on previous learning. For instance, in the 'tweenies' room, staff plan ice play to promote further understanding of textures. As children pick up ice cubes and feel these, staff talk about the coldness and draw children's attention to the water in the wells of the tray. Therefore, children's sensory learning is well promoted as they see and feel the cubes. Staff have a good grasp of challenging children, including babies, who enjoy

play with a wide range of equipment. Consequently, as staff use their favourite objects, babies are encouraged to pull up to stand, thereby, strengthening their large muscles. The prime areas of learning are promoted well for younger children. They enjoy singing nursery rhymes and they use signing to demonstrate good attention and listening to follow instructions. Staff praise children frequently for effort, for example, when they spread glue as they make bats for the Halloween party. The spacious rooms allow children to move around freely throughout the day, ensuring their physical skills are consistently promoted.

Planned outside play ensures all children, including babies, are exposed to fresh air on a daily basis. Two-year-olds have opportunities to develop their physical skills through outside play. For instance, they mount steps on the climbing frame and are confident as they maintain their balance while riding bikes. The vast supply of good quality resources are within easy reach of children. Clearly identified areas are set out with resources that support all areas of learning and help children to select activities for their play. For instance, soft toys and shakers are available in the room for 'tweenies'. In the pre-school crayons, paper and cards are available in the writing area, while natural resources, including acorns are within children's reach. All areas are labelled with large letters and there is an abundance of print in the main room shared by toddlers and pre-school children. The good balance between adult-led activities and child-led play encourages consistent exploration as children play on their own or with peers. For example, pre-school children sit at a table in the 'shop' while using the telephone and making marks on paper. Children demonstrate, through their play, that they engage in active learning. They remain focussed and enjoy what they do, for instance, by repeatedly using the cash register to remove and replace play money.

Staff work closely with parents to promote children's development. Pre-arranged consultations ensure there is time to discuss progress and parents' comments are included in children's records to express their views. The next steps in learning are agreed at these meetings to supplement those identified by staff when they plan activities. The daily exchange of information helps parents to relate to the learning experiences staff ask them to continue at home. Specific information is obtained from parents to support children's learning. For instance, they share the phonetic sounds of words to assist staff in their communication with children who speak English as an additional language. This is reinforced with the use of picture cards to promote children's understanding of what is said. The progress check for children age two years is completed at an early stage and information is shared with parents. This means that all aspects of development are identified and, subsequently, reviewed. During free play, toddlers select favourite books, which staff read to them and they sit maintaining concentration as well recognised words and phrases are repeated.

Pre-school children are proud of work they complete and place these in special pockets so they can share them with parents. They insist on leaving these in the nursery to reflect their achievements in making marks. The environment is extremely welcoming due to imaginative displays produced by staff to showcase children's work. Examples of their creativity, such as painting and sticking, are tastefully set out. Large boards reflect activities children have enjoyed at some stage and these serve as a reminder of their achievements. Staff effectively prepare children for their next stage in learning at school. Teachers from local schools visit to meet the children before they transfer from the

nursery. This means that children have an awareness of what to expect when they start at school.

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

Children are happy in the nursery where they enjoy playing with friends or on their own. They learn to take turns at using resources and staff remind them to be kind to others. Therefore, children learn to develop a caring attitude and are well behaved as they respond positively to requests. The rooms are flooded with lots of natural light and this has a beneficial effect on staff and children. Constant interaction and time taken to talk and listen to children contribute to their feelings of being valued. Staff are attentive to their needs and frequently cuddle babies and younger children, for example, 'tweenies'. Consequently, children are emotionally secure and form strong attachments. As staff praise children often their self-esteem is consistently raised, resulting in a strong sense of well-being.

Key persons encourage parents to share detailed information when children start in the nursery. They discuss specific preferences relating to care and routines. For instance, staff know how long children sleep during the day and how to support their play. They listen to parents and agree the duration of the settling-in period and how they can meet children's individual needs. This makes for a good transition from home to the nursery. When children are ready to move to new rooms parents are informed so that they know what to expect. A summary of children's development is completed to share with new key persons and gradual settling-in sessions help children to make new relationships. This is particularly important for children moving from the baby and 'tweenies' rooms because their rooms are separate from the others in the nursery. Whereas, toddlers are used to seeing the staff and children in the pre-school and have a less intense experience. Owing to the arrangements in place, children's movement within the nursery is stress-free. Staff prepare children effectively for their transition to school. They talk about what to expect and promote self-help skills competently.

Children are confident as they approach staff to initiate conversation and to talk about favourite toys, for example, aeroplanes. They are encouraged to make choices for activities, for instance, 'tweenies' indicate through signs their chosen nursery rhymes for singing. Toddlers can easily reach resources stored at floor level in low units. As children grow older staff increase their levels of independence and promote their abilities accordingly. Consequently, pre-school children serve themselves with all courses at dinner time and learn to control the use of large serving spoons. However, the jugs used are not easily controlled by children, resulting in missed opportunities for them to pour their own drinks. Meal time is a social occasion when staff sit and talk with children. They use the dinner time to integrate learning across all areas. For instance, they encourage children to explain if they have more or fewer pieces of sausages on their plate after cutting these. In discussion, children identify healthy foods and staff praise them for politely requesting more helpings. Staff follow parents' guidance with regard to packed lunches and have due regard for children's dietary requirements and allergies. This means that children are kept safe as their individual needs are managed effectively. Priority is given to the safety of

children, staff remind pre-school children to walk carefully when going to the bathroom because they have just mopped the floor due to spillage. They also remind children not to run indoors lest they bump into others. This helps children learn to be responsible for their own safety.

Energetic play is very much a part of the health promotion activities. All children experience physical exercise and outside and learn that they need rest afterwards. Quiet periods are included in the daily routine to meet children's needs for rest so that they can recharge their energy levels. 'Tweenies' and toddlers sleep after dinner, while babies sleep according to their individual patterns throughout the day. Pre-school children enjoy free play or quiet activities when staff read stories in a calm atmosphere that promotes children's well-being. Children's security is addressed well due to controlled entry to the premises. All internal doors are operated with a key pad that is activated by the staff only. External gates are bolted and this means intruders cannot gain access to the play space. Children's personal, social and emotional development is promoted very well in the nursery.

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

The safeguarding arrangements in the nursery are addressed effectively to keep children safe and to promote their well-being. The provider and staff are clear about procedures for recording and reporting concerns about children in their care. The provider and staff have completed the relevant safeguarding courses and are informed about their responsibilities to protect children. Robust recruitment and induction procedures ensure adults are suitable to work with children, with vetting completed for all staff before they are appointed to the post. Adult-to-child ratios are appropriately maintained and staff are deployed effectively to supervise children during all activities, indoors and outside. The provider has ensured that care plans are in place for children with medical conditions and all staff know where relevant information is stored. They sign to say that they have read and understood guidance given by parents to prevent or manage any incidents. Risk assessments are written to clarify all steps that staff must take to keep children safe at all times. Records required for the smooth running of the nursery are available, including a daily record of attendance, with relevant detail to indicate the hours of children's attendance. Medication procedures are followed correctly with regard to administering medicines to children.

Since the last inspection the provider has made effective changes to ensure the nursery runs smoothly and efficiently. For example, revised forms include more information to be obtained from parents when children are offered a place in the nursery. A vast range of resources and equipment are now available to challenge and support children's learning. The staff have actively contributed to the improvement in the nursery, for instance, by reorganising the pre-school room. As a result, children make more imaginative choices for their play and their behaviour is much improved. The provider takes account of the views of parents and staff involve children in the evaluation of activities. There are plans to make more changes, for example, to extend training for all staff to ensure their skills and

knowledge are enhanced to support children's care and learning more effectively.

The professional development of staff ensures that skills are evolving, for example, the responsibility of room leaders. They monitor aspects of the educational programme by reviewing planning and assessments consistently and support room staff to make improvements. This means that changes contribute to raising the standards for children's learning to some extent. However, the monitoring of teaching has started but is not yet fully embedded to ensure improvements are equally effective across all aspects of the very good educational programme. During supervision sessions staff discuss how they wish to maintain their personal development. For example, they identify further training to become more skilled at supporting children aged under three years.

The management team and staff work closely with parents and ensure they receive clear information about the nursery. A prospectus sets out the provision of the nursery and copies of policies and procedures are accessible in the reception area. A daily two-way exchange of information ensures staff and parents are clear about children's achievements. Parents comment very favourably on the support they receive and the staff's willingness to listen and to respect their wishes. In particular, they say that the care of younger children is implemented to their satisfaction and they talk of progress in children's confidence and behaviour. Parents make a worthwhile contribution to the nursery, for instance, through their involvement in the celebration of festivals. The team work well with external professionals, including other early years providers to ensure children receive the support they need for their individual learning.

The Childcare Register

The requirements for the compulsory 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	EY421650
Local authority	Solihull
Inspection number	941588
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	114
Number of children on roll	71
Name of provider	Billy Bear's Nursery Limited
Date of previous inspection	08/04/2013
Telephone number	0121 744 2332

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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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