

Claire's Little Bears Day Nursery

11 Boutport Street, BARNSTAPLE, Devon, EX31 1RW

Inspection date

04/11/2013

Previous inspection date

17/06/2013

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

- Children are very sociable, develop close friendships and are confident communicators.
- Children are happy and keen to learn. This success derives from the effective key person system and the excellent relationships children have with staff.
- Staff use praise and encouragement to positively support children's learning and development.
- Staff provide a welcoming, secure and inviting nursery in which children engage fully in activities that are of interest to them and which meet their needs and abilities.
- The owner and management are committed to improving the quality of the setting to support children's learning.

It is not yet outstanding because

- Babies and children learning English as an additional language have few opportunities to hear and use their language in everyday play.
- Children are not given the opportunity to be more independent at meal times as drinks and food are served for them.

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 the nursery in all age groups.
- The inspector interviewed the owner, area manager and manager.
- The inspector took part in a join observation with the area manager.
- The inspector reviewed a range of documents and policies, including children's observation and assessment records, registers and accident forms.
- The inspector took account of the views of parents, carers and staff 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; children under two 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. All 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 98 children aged from three months to eight years on roll, of whom 87 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 eleven staff support the children, most of whom hold a National Vocational Qualification at level 3 or above.

What the setting needs to do to improve further

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

- develop opportunities for babies and children who have English as an additional language to hear and use their language in everyday play
- provide opportunities for children to be independent at meal times.

Inspection judgements

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

The nursery provision meets the needs of all children well. Children and staff understand the nursery routine. Staff have close, warm relationships with children and they know the children well. There are good teaching techniques used by staff. This has a positive impact on children's learning and development. Therefore, children make good progress from their starting points on entry to the nursery. Staff actively help children to gain the skills they need for the next stage of their development and school.

Staff sit with children and talk to them about what they are doing. They use effective questioning techniques with children to extend their learning further and extend their thinking skills. Consequently, children are very confident communicators; they constantly talk to their friends and engage in regular conversations with adults. Children and staff use imaginative play particularly well and staff are quick to follow children's leads. For

example, a small group of children pretend to take their babies to the doctor. The staff member talks to the children about different reasons they might need to go to the doctor and how a doctor can help you. This shows how staff link children's play with learning opportunities.

Babies enjoy being able to look at family photographs and become excited when they recognise someone special to them or one of their friends. These albums are available for children to independently access during their play. Older children show a real love of books. Staff read stories to children, using puppets to capture their imagination, asking them questions to extend their thinking and learning. Therefore, children enjoy stories and listen intently. Children also choose to sit in small groups and read stories together, discussing the pictures showing their independent approach to their learning. Children who are learning English as an additional language are generally supported very well. The staff learn some key words in children's home languages by developing good partnership working with parents to promote continuity in care practices. However, systems to enable children to hear and use their home language in their play are not extensive.

Staff encourage parents to share useful information about their child when they start at the nursery and throughout their time there. They have ready access to records detailing children's development, or 'learning journeys', which they can view at any time to keep up to date on their children's progress. Ongoing assessment of children's progress helps the managers and staff to identify any gaps in achievement, including those with special education needs and/or disabilities. Regular discussions with children's key persons provide good opportunities for parents to take an active role in their child's learning. Appropriate arrangements are in place to complete progress checks for children aged two years.

The nursery is well resourced with designated areas to support different areas of learning and development. Some resources are stored in boxes that are labelled with photographs 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's progress records show their achievements through photographs and observations. Parents are able to contribute to these books with observations and achievements at home, enabling them to contribute to their children's learning.

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

Relationships between children and staff are very positive. The staff team work hard to ensure all children settle quickly into the setting. They clearly prioritise the well-being of children, praising them for their achievements and good behaviour. There is a very effective key person system in place and children build secure bonds with the staff. Parents say they feel staff are very attentive to their children's needs.

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. 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.

The continual sharing of information between home and the nursery means children's individual welfare needs are well met. Children are learning about healthy lifestyles. Staff use mealtimes to promote and discuss healthy eating with the children. Children are able to eat home cooked meals provided by the nursery or bring in a packed lunch. However, children are not always encouraged to be independent at meal times as staff do everything for them. Meal times are a social occasion and most children are developing good table manners. Their dietary and health needs are effectively met because details of any allergies are known and considered by staff.

Children have a good level of achievements and self-confidence and are prepared well for future moves to school. In addition, there are growing links in place with local primary schools. For example, reception teachers have been invited into the nursery to meet the children, to help them feel more secure about the next stage of their learning.

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

The owner and management have a good understanding of their responsibility in meeting all the requirements of the Early Years Foundation Stage Framework. As a result, ratios are maintained, all children are well cared for and make good progress in their learning and development and staff are confident in talking to management if they have concerns or need support. There are comprehensive policies in place, including those relating to safeguarding, and staff understand and implement these policies daily. There is a robust recruitment and selection process. All staff are checked with regards to experience, qualifications and suitability. Staff undergo suitability checks and Disclosure and Barring Service checks are recorded. Staff that are waiting checks are not left unsupervised. Staff ongoing suitability is evaluated with appraisals and termly supervision meetings and observations to ensure staff are fit to work with the children and are showing good practice in their performance. There is a thorough induction programme for new staff and students.

Children are well safeguarded in the setting because staff are fully aware of their roles and responsibilities. Staff complete safeguarding training, and know the course of action to take if they have a concern about a child's welfare. They are also aware of what to do if they have any concerns regarding the behaviour of staff. A comprehensive risk assessment details required daily checks, and is implemented to ensure the playrooms and activities are safe for the children. Children that have an accident are cared for by first aid qualified staff and accidents are recorded well and shared with parents when they collect their child. Staff understand the need to provide a safe and secure environment for children and they do this effectively.

The owner and management are extremely committed to working together to improve the nursery and have well-targeted action plans in place. They have a very clear vision about where they want to take the nursery and improvements that need to happen. All recommendations from the last inspection have been met. The owner and management meet with the 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. Staff and management work well together as a team to improve the quality of care for the children. Consequently, staff feel supported.

Parents are grateful for what the staff do and find everyone friendly, approachable and professional. Parents are well informed about their child's time at the nursery through newsletters and informal chats as well as written daily reports. The setting makes contact with other providers that the children attend, to provide continuity in their learning and development. Transition documents provide schools with information about the child's progress when they are ready for school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	940825
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	98
Name of provider	Claire Elizabeth Symons
Date of previous inspection	17/06/2013
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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