

Bear Necessities

72a Blackley New Road, ROTHERHAM, Lancashire, M9 8EG

Inspection date	11/10/2013
Previous inspection date	21/01/2010

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

- The nursery fulfils its responsibilities in meeting the safeguarding and welfare requirements. Risks to children are minimised through effective risk assessment procedures, good supervision and vigilant staff.
- Children show good levels of confidence and independence skills through daily routines and their chosen play. Staff plan a variety of activities and resources, based on children's interests and play preferences. Consequently, children make good progress towards the early learning goals.
- Children are happy and enjoy attending this friendly setting as they are secure in the presence of the staff who build positive relationships with them.
- Parents are kept well informed about their child's progress and achievements through the use of daily 'All About Me' sheets, a daily verbal exchange, parent consultation and newsletters.

It is not yet outstanding because

- The learning environment outdoors has yet to be fully extended to maximise learning opportunities in all areas of learning.
- There is scope to further develop babies and young children's communication skills so they become even more confident in speaking and listening.

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 sampled records and documentation, including policies and children's development records.
- The inspector took into consideration the views of the parents spoken to on the day of inspection.
- The inspector asked staff questions to support her observation and documentation.
- The inspector carried out observations of staff and their interactions with children throughout the day and examined samples of documentation related to children's welfare and learning.
- A tour of the nursery and joint observations were made by the inspector and the manager of a member of staff who was leading a small group activity for children and outdoor play.

Inspector

Elaine Canale

Full Report

Information about the setting

Bear Necessities was registered in 2005 and is on the Early Years Register. It is a privately owned nursery. The purpose built nursery is situated in the Blackley area of north Manchester. The nursery consists of four rooms and children have access to enclosed outdoor play areas.

The nursery is open each weekday from 7.30am to 6.30pm all year round, except for Christmas and public holidays. There are currently 71 children on roll. Children come from a wide catchment area and attend for a variety of sessions. The nursery currently supports children with special educational needs and/or disabilities.

There are 20 staff working with the children. Of these, one holds an early years qualification at level two, 19 at level 3, two at level 4 and one at level 5. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- enhance further the outdoor area to enrich opportunities for children to take part in play that promotes their skills in all areas, such as, mathematics and writing
- extend activities that consolidate the already good practice for children's communication skills by providing more opportunities to build vocabulary through giving children time to process information and supporting babies babble through mirroring the sounds they make.

Inspection judgements

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

Children are happy, enthusiastic learners who enjoy attending this welcoming setting. They are supported in making good progress as the staff have a sound understanding of how to engage and capture children's interest and recognise they learn through play. A good balance of adult-led and child-initiated activities effectively support children's learning and development. All rooms provide children with continuous provision. For example, the babies explore a range of natural sensory resources, such as, fabrics with different textures, wooden instruments and feathers in a basket on the floor. Babies giggle

with delight as staff play peek-a-boo with fabric. The babies then mimic this by holding the fabric over their face, letting go and saying 'boo'. A wide range of readily available resources enables them to be active in all areas of learning. For example, younger children have a selection of construction resources and choose to build rockets with the stickle bricks. Consequently, children demonstrate good levels of independence in their play.

To support children on admission to the nursery, staff work in partnership with parents and obtain information from parents about each child's background, starting points and needs. For example, parents complete an 'All About Me' form and during the settling-in process have discussions with staff. The staff ensure that routines are familiar and comforting and as a result, children feel secure and settle well. Staff take time to make observations of the children during their play, which leads to the successful identification of the children's stage of development. This allows staff to plan purposeful and challenging activities, with accurate assessment leading to suitably challenging play. Individual learning journey records include observations, photographs and samples of children's work. They give a good overview of children's progress and photographic displays throughout the nursery clearly show children's enjoyment. The staff support parents to share information regarding their child's learning at home through the use of a daily verbal exchange, daily 'All About Me' sheets, learning journals, newsletters and memos. Parents are also invited to termly consultations where a summary of learning and development is discussed.

Staff support the children in becoming curious about their surroundings and planned activities successfully promote their physical development. For example, children visit the local park, nature trail and walk around the lake. They have opportunity to practise their skills in climbing and spontaneously explore as they learn to manage risk. In the outdoor area, the children go searching for bugs with magnifying glasses. There is a separate area where babies can explore safely. However, there are fewer opportunities for children to see numbers and words in the outdoor play area, in order to strengthen their growing mathematical and literacy skills.

Interaction between staff and every child is good. Younger children are given time to explore and use their imagination as they play with a range of small world resources, such as, dinosaurs and farm animals and role play in the home corner. Older children say the letter names as they make marks to represent the letters of their name, using pencils and crayons. They work well together as they enjoy using different media, such as, paint to develop their mark making skills, using large sheets of paper on the floor. Staff place a good focus developing speaking and listening by encouraging children to listen to each other during group time, singing and listening to stories with their key person. However, staff do not always give children time to process information and give babies opportunities to listen to the sounds they are making as they explore using their own voices. Books, small world toys, posters and displays introduce children to other cultures and ethnicity. Opportunities to develop mathematical skills are fostered well as they match colour, sort and count a range of various resources, such as pasta. Overall, children are supported well to acquire skills and capacity to develop and learn, preparing them for their next stages in learning.

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

Children benefit from an extremely effective key person system so that each child and their family get to know a particular member of staff well. Relevant and meaningful information is discussed, this means that staff know the children well and have a good knowledge of their individual needs and preferences. This, together with dedicated key group time, helps children to settle well as they form secure attachments and they are happy and content, which promotes their well-being effectively. Staff manage children's transitions flexibly, based on children's unique needs and parental views. Meetings take place with the new key person to share information and taster sessions ensure children are well supported when they are ready to move on to the next stage in their learning, such as, a new room or to school. For example, children's transition records are shared with school. This helps children to have a smooth transition into their new setting and ensures teachers are well informed to support their individual needs.

The safe and age-appropriate resources are well maintained for children to enjoy, both indoors and outdoors. Children can make choices about their play as resources are easily accessible. Staff conduct a daily check of the premises. This enables staff to identify any potential risk and manage it effectively, therefore, children are kept safe. Children learn about healthy lifestyles through the promotion of healthy eating and regular exercise throughout the day. They are provided with healthy nutritious snacks, freshly prepared meals and water is available throughout the day. Children are well supported through health and hygiene routines and are encouraged to independently manage their personal needs. For example, they wash and dry their hands in preparation for lunch because staff talk to them about the importance of good hygiene. Staff promote children's independence skills as they help them to serve their meals and pour their own drinks. As a result, children display high levels of confidence and self-esteem.

Children learn to keep themselves safe through instruction and regular routines. For example, taking care walking down the stairs. Staff promote children's sense of belonging and self-esteem as there are photographs of the children displayed and each child has a space for their belongings. Simple rules are promoted by staff to support children to manage their own behaviour so they competently share and take turns. Children respond well to verbal praise from staff. Staff share strategies with parents to support managing behaviour and toilet training. This ensures a consistent approach for the children. Children show they feel safe and secure in the nursery as they learn about procedures for evacuating the premises in an emergency.

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

Leadership and management of the setting is good. Roles and responsibilities are clearly defined and understood. Good systems are in place for monitoring and supporting practitioners' performance, including regular appraisals that identify training needs. The owner and manager have a strong commitment to the professional development of staff. Systems for staff to shadow are in place to offer support and guidance to those in new

roles, such as, apprentices and room leaders. They are proactive in supporting practitioners to gain further qualifications to benefit both them and the nursery. They are fully committed to improvement and continually strive to ensure all children achieve well in all aspects of learning and development. Staff carry out the required progress check at age two and a written summary is shared with parents. This supports early identification of those children whose development is not at the expected level and action is taken to ensure they achieve well, working very closely in partnership with parents and other professionals. This means the needs of children are effectively met.

Safeguarding children's welfare is good and begins with robust vetting, recruitment and induction procedures to ensure staff are suitable to be with the children. The staff team attend in-house training and as a result, are confident about the procedures to follow in the event of a concern about a child in their care. The setting operates a closed circuit television system that ensures visitors are assessed before entering the premises. The arrangements for the deployment of staff are good. This makes certain that children are well supervised to promote their welfare and safety. The medication policy and procedure ensures that there is documentation that has very clear information from parents stating when children have had their last dosage and when the next one is due. Potential hazards are minimised as risks assessments are in place. For example, effective risk assessments are in place for when the staff take the children on outings. The nursery has a policy for the use of mobile phones and cameras and all staff and parents adhere to this.

Parents are welcomed into the setting and as a result, partnerships are well established. The parents make positive contributions that are valued and support staff in meeting the children's needs. They have access to copies of the nursery rhyme of the month and the recipe for play dough, that further supports their child's learning and development at home. Sharing information about observations in the nursery and at home ensures parents are kept informed about their child's progress and development. There are opportunities each day for discussion about their child's well-being and achievements. Parents' views are sought informally through discussion and more formally through questionnaires. Parents spoken to at the time of the inspection commented on the feedback they receive regarding their child's day and their achievements and are happy with the progress their children make.

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	EY282534
Local authority	Manchester
Inspection number	937863
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	97
Number of children on roll	71
Name of provider	Bear Necessities Day Care Ltd
Date of previous inspection	21/01/2010
Telephone number	0161 795 3111

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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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