

# Bearhugs Nursery

27 Market Place, Tattershall, LINCOLN, LN4 4LJ

## Inspection date

Previous inspection date

16/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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

- Staff have good teaching skills that are effective in supporting all children to make good progress.
- Children express their thoughts, feelings and plans articulately because staff take time to listen to them and respond to their play ideas.
- The management team effectively communicate their high ambitions for the nursery to the staff team and ensure that they are fully involved in evaluating present standards and planning for the future.
- Staff put a high emphasis on building secure attachments with children. Therefore, children are settled, happy and motivated to learn.

### It is not yet outstanding because

- There is scope to extend the range of information gained when children join the nursery, with regards to the starting points in their learning, to enhance the initial assessment process.
- Interaction between children and staff is slightly less well targeted when children's own key persons are absent.

## 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 in the playrooms and garden.
- The inspector looked at a sample of documentation, including risk assessments, safeguarding, children's assessment records and planning documentation.
- The inspector spoke to parents during the inspection and took account of their views and opinions regarding the service provided.
- The inspector and nursery manager undertook a joint observation.
- The inspector interacted with children and staff throughout the inspection.

## Inspector

Elisabeth Wright

## Full report

### Information about the setting

Bearhugs Nursery was registered in 2013 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a converted house in Tattershall, Lincolnshire and is privately managed. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications, including one with Early Years Professional Status. The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions. The nursery provides funded early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities.

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

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

- enhance the initial assessment of children's level of development by extending the range of information gathered when children first start at the nursery
- enhance the effective key person system by developing communication systems that support continuity for children when their key person is absent.

## Inspection judgements

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

Staff are skilled in teaching by interacting with children's own play ideas and extending these to enhance their learning. Consequently, children make good progress in all areas of learning and development. For example, a member of staff supporting children playing with jelly asks children to describe how it feels. They are then encouraged to explore the jelly more closely and begin to think of words to describe it. Children are actively engaged in their own learning. They plan what they are going to do, focus on the details of their chosen task and experiment with new ideas. A child absorbed in sponge printing carefully uses a brush to make sure that the paint covers the whole surface of the sponge, focusing especially on the corners. She then prints her leaf shape and closely examines the effect of her work. Staff talk to children before starting a planned activity. Therefore, children know what is expected of them and are prepared for new learning. A member of staff leading a phonics activity pronounces the sound clearly and gives children plenty of time to think before answering her questions. The enthusiasm and motivation that staff demonstrate engages children's interest and participation. Babies join in eagerly at singing

time. They copy the actions and giggle delightedly. Some babies invent their own actions, for example, as one baby tries to stand on their own head, which fascinates their friends. The wide range of activities and opportunities available to children effectively cover all areas of their learning and development. Children play imaginatively in the beach hut, preparing food for a picnic and negotiating the sale of items in the shop. Role play in the mechanics shed includes taking telephone calls from customers and making notes of the repairs on clipboards.

Systems for tracking children's progress are effective in identifying any gaps or minor concerns in their development. Therefore, action is taken promptly to address this. Children who have special educational needs and/or disabilities receive good support that enables them to make progress and begin to close gaps. Key persons demonstrate a secure understanding of their key children, including their learning styles and interests. This means that they can target their interactions and plan activities that effectively meet children's individual needs. For example, while most babies are involved in a group activity, one baby takes the opportunity to play on their own, which supports them in how they learn best. However, methods of communication between staff have not been fully developed to ensure that this information is clearly accessible when their own key person is absent. At these times, teaching is slightly less well targeted.

Parents have good opportunities to be involved in their own child's learning and development. A variety of methods are used to keep parents informed of their children's activities and achievements. These include discussions with their key person, communication books and emails, as well as access to their children's learning journey records. A comprehensive summary of children's 'progress at age two' is shared with parents, which supports a shared understanding of each child's needs. Parents say they feel that they are very much included and that staff listen to them. Information gathered when a child first starts, provides their key person with a good understanding of them as an individual, such as their interests, routines and preferences and some aspects of their development. However, there is scope to extend the range of this information further, in order to enable key persons to target their needs with even greater precision from the start. Children are confident and motivated learners, who enjoy their time at the nursery. They are confident to try things for themselves, invent their own play ideas and methods and eagerly join in with planned activities. This ensures that they are prepared well for their future move onto school.

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

Children's needs are considered in the arrangement of the rooms and resources. Therefore, they benefit from a stimulating environment that is also cosy and homely. This means that children settle easily and feel a sense of belonging. Children of all ages sit together with their key person in the dining room for meals. This creates a relaxed, social occasion, as adults and children chat together and discuss their day. The nursery cook is very proactive in promoting children's healthy eating. This includes sharing menus and ideas with parents, as well as providing children with nutritious and healthy meals. Parents who prefer to provide a packed lunch are supported with guidance on how to ensure this

is healthy and balanced. Children develop their own understanding of healthy eating and self-care skills as they prepare and discuss their own snack of fresh fruit. Established hygiene practices effectively promote children's understanding of a healthy lifestyle. Older children wash their hands before eating or after using the toilet without needing reminders. The effective implementation of systems for the administration and recording of medication ensure that parents and staff are fully informed. All staff hold appropriate first aid qualifications. Therefore, children are cared for appropriately if they have an accident.

Children benefit from free-flow between indoors and outside during most of the day. This means they have plenty of opportunities to play and exercise in fresh air. They develop their physical skills well as they move about freely, or ride on bicycles. Indoors they climb the stairs to the dining room or the mezzanine, which develops their balance and coordination. A written risk assessment is in place and daily checks that are carried out on the premises identify and minimise any hazards. Consequently, children can move about freely and play in a safe environment. Staff explain to children how they can keep themselves safe and give them gentle reminders while they are playing. A child cutting fruit demonstrates their understanding of safety as they turn the pieces of apple over to put the flat side on the cutting board, which makes the apple piece more secure for cutting. The child uses both hands carefully on top of the knife to guide it down through the apple. The playrooms are kept clean and tidy and toys and resources are checked to ensure they are in a good state of repair. Children take responsibility for their own environment as they tidy toys away when they have finished with them and pick up the things they drop on the floor.

Children are settled and secure because the nursery give a high priority to establishing relationships with them and their families. Staff give children clear explanations and expectations of behaviour, therefore, they behave well and consider one another's needs. When a child asks to share the bubble mixture another child is using, a member of staff talks to both children to help them negotiate this. Children decide together how many turns each will have before passing the bubbles on and carefully count to make sure this is right. When children move to another room, this is handled sensitively, with as much time and support as each child needs. This ensures that the experience of change is positive for children and they maintain their feelings of security and belonging. Children are, therefore, confident and emotionally prepared for their future move to school.

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

The management team has a secure understanding of their role and responsibility in safeguarding children and promoting their welfare. All staff have attended child protection training. They demonstrate a confident knowledge of the signs of possible abuse and are clear about the procedures they must follow to report their concerns. The nursery has an appropriate safeguarding policy in place. This includes the procedure to be followed if an allegation is made against a member of staff and the use of mobile telephones and cameras where children are present. Rigorous recruitment systems ensure that all

required checks on the suitability of adults to work with children are carried out prior to staff starting work at the nursery. The nursery owners have a clear understanding of the importance of building a well-qualified and skilled staff team, in order to provide children with the best possible start in life. Time is taken to ensure that staff receive a good induction into the nursery policies, procedures and practices and that they are monitored and supervised throughout this initial period. All staff receive regular supervision and annual appraisals to identify their level of practice and any training needs. Training in some health and safety aspects of childcare are mandatory for all staff. Therefore, the staff team has a shared understanding of their roles and practice is consistent. Staff are actively encouraged to extend and raise their qualification and skill levels.

Systems for monitoring and evaluating the nursery are robust. The manager reviews every child's learning journey records with their key person to ensure that individual learning and development needs are securely identified and planning is effective. The management team have a hands-on approach, which means they are regularly in the rooms monitoring practice, planning and the environment. This ensures that managers are fully aware of the strengths of the nursery and have identified and prioritised areas for development. Staff are included through team meetings and the nursery's open-door policy. This means staff ideas and insights are welcomed and listened to and the team as a whole shares a vision for continuous improvement.

Partnerships with parents are valued and sought by the nursery. Parents spoken to at inspection express high levels of satisfaction with the service they receive. They are given good information about the policies and procedures of the nursery, including how to raise any concerns or complaints that they might have. Parents feel staff are interested in them and their children and listen to what they say. The nursery works effectively with other professionals, including working in partnership with other providers of the Early Years Foundation Stage. This ensures that children have continuity in their care and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary 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	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

<b>Unique reference number</b>	EY463903
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	929060
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	37
<b>Name of provider</b>	Bearhugs Nursery LLP
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01526 344885

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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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