

Hunny Bears Day Nursery

3a Riverton Road, Puriton, Bridgwater, Somerset, TA7 8BW

Inspection date	14/03/2014
Previous inspection date	01/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Teaching is good overall. Staff make accurate assessments of children's progress and use these to plan activities that enable children to achieve rapidly given their starting points and capabilities.
- There are good systems in place to safeguard the health and well-being of all children and they flourish within a well managed and organised environment.
- Children are settled and content because staff provide a caring and nurturing environment that promotes children's emotional well-being effectively.
- Children are kept safe because the staff maintain high levels of supervision at all times. The free flow aspect of the nursery is well managed and this enables children to make their own decisions and choices about their activities and playmates.
- Arrangements for safeguarding children are well-established and clear policies and procedures are implemented consistently to protect children and keep them safe.

It is not yet outstanding because

- There are fewer opportunities in the outdoor area to promote all areas of learning, particularly with regard to mathematics and literacy.
- There is scope to further develop partnerships with parents to ensure they are consistently kept updated and fully informed about their child's progress

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 observed activities in the playroom and outside.
- The inspector conducted a tour of the premises during the inspection.
- The inspector looked at assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Susan Wilson

Full report

Information about the setting

Hunny Bears Day Nursery is situated in the village of Puriton, Somerset. The nursery opened in September 2003 and is registered on the Early Years register and the compulsory parts of the Childcare Register. There are currently 52 children from two to eight years on roll. It operates from one large playroom which has adjacent toilet facilities suitable for children, adults and the disabled. There is an enclosed flat, paved area to the side of the premises and grass on a lower level available for outside play. The nursery is open five days a week all year round from 7.30am until 6pm. Children can attend for a variety of sessions. The nursery also offers before and after-school and holiday care for children. The nursery has experience of supporting children with learning difficulties and/or disabilities. The owner/manager has Early Years Professional status and is supported by staff, most of whom have appropriate early years qualifications.

What the setting needs to do to improve further

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

- improve learning opportunities in the outdoor environment, particularly in maths and literacy in order to support those children who learn better outside
- enhance the partnership with parents by consistently giving them up to date information about activities in the nursery, their child's progress and encouraging them to share information about their child at home.

Inspection judgements

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

Children enjoy attending the nursery and eagerly explore the resources and activities provided. They demonstrate the characteristics of effective learning, for example they sustain their interest in specific activities and persist with challenges such as assembling the marble run and carefully manoeuvring around the obstacle course outside. This means that children are developing the skills needed to help them in the next steps in their learning, including school where appropriate. Children are well supported in their learning because staff provide a wide range of experiences that extend their development across the areas of learning. Staff gather information from parents before their child starts at the nursery, including their starting points. Staff also make observations and assessments of children and use this information to ensure the children's initial needs are planned for. Thus children settle well. Staff continue to regularly observe children and plan individual next steps which feed into the planning. This ensures that planned activities help children to make good progress because most are planned to precisely meet their needs. Staff use

commercially produced tracking books to highlight when progress has been made. An overview tracking sheet ensures that any gaps in progress are quickly identified and acted upon appropriately. Systems for completing the 'progress check at age two' are well established. Staff use the 'Every Child a Talker' programme to enhance children's knowledge of letters and sounds and therefore can quickly identify any issues with children's communication skills.

Children are encouraged to move freely around the indoor and outdoor environments, making choices as they play. The room has areas of learning such as role-play area, creative corner, book area and construction area. There is plenty of free floor space for children to build their train tracks or roadways for the cars. Children develop their imagination as they play with small world resources such as the farm. Children chat happily to each other as they dress up in home corner, further developing their imaginative skills. The book area is resourced with child-sized sofas and cushions and the children can choose books for themselves and sit comfortably as they look through books. Children listen intently as staff read favourite stories. Children develop fine motor skills as staff give them opportunities to thread, use peg boards and puzzles. Children have access to resources which support their understanding of technology and enjoy using the computer.

The children celebrated Pancake Day through the making of pancakes, cooking them and then eating them at snack time. Staff used the left over lemon juice to flavour play dough which gives children the opportunity to use their senses. Staff spontaneously count with the children during everyday routines, which helps promote mathematical development. There are opportunities for children to independently make marks in the nursery. There are a chalk board and white board outside and a range of pens, pencils and paint brushes for children to develop early writing skills.

The outdoor area is well resourced with open-ended resources such as tubes, pipes, crates and pebbles. Children can pour water through guttering fixed to the wall and watch the water flow through or gather water in buckets from the water butt. There are plans to build a mud kitchen to extend children's opportunities for creativity. Children enhance their physical skills as they learn as they bounce on the trampoline or negotiate wheeled toys around the area. However, the outdoor area does not provide children with opportunities to develop all areas of learning. For example, there are fewer resources to promote children's mathematics and literacy.

Children benefit from visitors to the nursery, which have included a policeman, the fire brigade and a road sweeper. This means children learn about how others can help them.

Staff share information verbally with parents on a daily basis. There is also a white board outside the front door telling parents what has been happening that day. Each child has a daily communication book to share information and obtain information from home. However, the exchange of information between staff and parents is not always consistently precise. For example, not all parents return the communication books and key persons do not always encourage parents to do so and the white board is not updated daily. Furthermore, not all parents feel secure in knowing that their child is making progress.

Children are assigned a key person to be responsible for their development, liaise with parents and carry out routine care practices. Parents are aware of who their child's key person is. Every child has an individual folder with examples of artwork, photographs and a record of learning that identifies children's learning and progress.

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

All children and families are warmly welcomed into this friendly, nurturing nursery. Staff display warmth and affection towards the children and an effective key person system ensures children form strong emotional attachments. Staff gather information about children's care needs prior to them starting, which helps support transitions from home to the nursery environment. For example, staff gain information about family backgrounds and any known health or dietary requirements. As a result children separate from their parents or carers well. This supports their settling in and transitions, enabling children to become independent learners. Children display a strong sense of belonging. For example children know to take their name tag from the entrance and put it on the self registration board. Staff know children and families well, enabling them to offer suitable support. Children show they feel safe and comfortable with the nursery team. Children's artwork is displayed in the room helping them to feel valued and acknowledged. Behaviour management is consistent throughout the nursery. Staff are good role models and use positive communication strategies to help children understand about acceptable behaviour. Consequently, children's behaviour is good. Children are praised for the smallest achievements, promoting their self-esteem. For example when they share their toys or help tidy away. Staff encourage children to play cooperatively with others, to share and take turns.

Staff work closely with the local school in preparing children to be emotionally ready for their move to school. For example the reception teacher visits the nursery to share information and children visit the school to help them become familiar with their new surroundings so they settle easily and be ready for the move. Children are confident and make independent choices in their play. This is because resources are easily accessible in drawers that are mostly labelled.

Children are taught how to become independent in health and self-care and to adopt healthy lifestyles. For example children know to wash their hands before eating and after going to the toilet. They are adept at putting on their coats and hats before playing outside. Children were observed using tissues to wipe their runny nose and washing their hands after sneezing. Children have made a healthy eating display and staff encourage parents to provide healthy lunches boxes. Snacks are healthy and children can choose between milk or water to drink. Snack time operates on a cafe style system, which means children's play is not interrupted as they can choose when to have their snack. Food provided by parents is stored at the optimum temperature. Children bring water bottles from home or have access to fresh drinking water from a water cooler in the main room. They have regular free-flow access to the outdoors for fresh air and exercise and are encouraged to be active and energetic. For example, staff and children spontaneously

build an obstacle course which helps develop their physical skills.

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

Safeguarding procedures are very robust. All staff prioritise children's safety and have a good awareness of safeguarding issues. The owner and staff have attended safeguarding children training and are confident in who to contact in the event of any concerns about children or colleagues. The owner has used the local authorities safeguarding audit to reflect and evaluate her safeguarding practices. Thorough recruitment practices are undertaken on all adults working with children to ensure children are safeguarded. Induction programmes support new staff by giving them a secure knowledge of their roles and responsibilities. The owner continues to monitor staff performance through monthly supervision meetings and annual staff appraisals. Students on placement also receive an induction. As a result, children receive a high level of care and education. An extensive range of recently update policies successfully underpins daily practice.

Good security systems are in place to ensure no unauthorised person enters the nursery. For instance, entrance doors are locked and visitors are met at the door and their identity checked. Visitors are signed in and out and reminded about the nursery's policy regarding mobile phones. Risk assessments are completed daily and any identified hazards are quickly minimised. Appropriate safety equipment such as socket covers and a stair gate are in place. Three CCTV cameras record the daily life of the nursery. This means that the owner is able to check video footage of any incidents that might give cause for concern. Risk assessments for outings are also in place. Staff are well deployed to help keep children safe. Children practise the emergency evacuation procedure regularly, which means they know what to do if they ever needed to leave the nursery quickly.

Partnerships with parents are generally very good. They say that they are happy with the care their child receives and that their child is happy to come to the nursery. The responses from the last parent questionnaire show this. Although some parents are unsure about the progress their child is making, they are still very happy with the care at the nursery.

The owner has developed a good system of observations and assessment and this helps to ensure that planning meets the needs of the children. Effective tracking ensures she is aware of the progress of each child and that any gaps in learning are easily identified. This supports children to make good progress in their learning and be well prepared for school.

Staff meet regularly to discuss the progress of children and identify those who require interventions in their learning, as well as any other issues that may arise in the nursery. Most staff have a relevant early years qualification or are working towards gaining one. Staff have attended some training opportunities delivered by the local authority, which help keep staff's knowledge updated. All staff hold a current paediatric first aid certificate. Staff respond appropriately to any accidents a child has at nursery and record this. Accidents that happen at home are also recorded. For those children with medical needs,

a full and detailed plan is put together to ensure staff are able to respond promptly and efficiently. Leadership is very good and focused improvement plans and action plans are in place to secure continuous improvements.

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	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	EY263909
Local authority	Somerset
Inspection number	847118
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	18
Number of children on roll	52
Name of provider	Lorraine Toms
Date of previous inspection	01/10/2008
Telephone number	01278 683512

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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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