

# Little Bears Day Care

Brownlow Community Centre, Claypit Street, WHITCHURCH, Shropshire, SY13 1LF

<b>Inspection date</b>	16/04/2014
Previous inspection date	14/11/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

## The quality and standards of the early years provision

### This provision requires improvement

- Young children develop positive relationships as they form strong bonds with practitioners and other children. This promotes their emotional well-being.
- Parents appreciate the friendly and welcoming environment staff provide for them and their children.
- Children of all ages benefit from exploring a broad range of sensory experiences that stimulate creative and imaginative play.
- Management implement rigorous employment procedures to make sure staff are suitable to work with children.

### It is not yet good because

- Staff do not always plan activities effectively by taking account of individual children's learning styles and stage of development. Consequently, children are not always fully engaged in purposeful play and this reduces their learning experiences.
- The quality of teaching is not effectively monitored so it is often variable and does not ensure a consistently rich learning experience for all children.

## 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 pre-school and talked to staff.
- The inspector toured the premises, including playrooms and the outdoor area.  
The inspector looked at children's assessment records, planning documents and a range of other documentation, including the safeguarding and recruitment procedures.
- The inspector took account of the views of parents during discussion.
- The inspector conducted a joint observation with the manager.

## Inspector

Debbie Ravenscroft

## Full report

### Information about the setting

Little Bears Day Care was registered in 2011 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from three rooms in a community centre in Whitchurch, Shropshire. Children attending the after school and holiday club are cared for in a separate hall. There are two outside play areas and the nursery has sole use of the rooms. There are currently 110 children on roll who are in the early years age group. The nursery opens Monday to Friday all year round, from 8am to 6pm, except for Bank Holidays. It provides funded early education for two-, three- and four-year-olds, and supports children with special educational needs and/or disabilities. Children attend for a variety of sessions. There are 12 members of staff who work directly with children. Of these, one has Early Years Professional Status, one holds a qualification at level 6, one holds level 5, three hold level 3 and four hold level 2.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- monitor the quality of teaching effectively and ensure that staff receive the support, coaching and training they need in order to deliver high quality teaching across the provision, so that children make consistently good progress
- improve the planning and organisation of activities and resources to ensure that they are tailored to meet individual children's learning styles and provide appropriate challenges to drive their learning and development.

### Inspection judgements

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

Overall, staff have an appropriate knowledge of the Statutory framework for the Early Years Foundation Stage and provide some activities that capture children's interests. They support children's physical skills and personal, social and emotional development appropriately. Children make steady progress towards the early learning goals and are working comfortably within the typical range of development expected for their age. However, while some staff are good at supporting children and asking appropriate questions during activities, some staff lack the necessary skills to ensure all children receive the same learning experiences. This means there are inconsistencies in the quality of teaching and some children's progress is not supported as well as others.

Staff gather information about children's learning from parents on entry and use this as a starting point. This provides staff with the knowledge they require to help them to plan for children's future learning needs. The nursery staff come together to discuss children's

capabilities. Next steps are agreed and incorporated into planned activities. Staff make sound observations and assessments of children's progress. This process promotes progress for children in all areas of learning. Required progress checks for two-year-old children are in place, providing information to parents about their children's achievements. Parents contribute to children's learning records and tell staff what their children have been doing at home, so that they can build on their experiences.

Staff have a positive and playful approach with children, which means that children are eager to learn. Most staff talk to children throughout the day and extend discussions to support children to make links in their learning. For example, during a painting activity, children are supported to notice the changes in colours as they mix the paint. Staff encourage children to talk about the shapes they are cutting and to match them with shapes they notice around them. Focused group activities help children to develop good listening skills and their personal, social and emotional skills as they practise early number recognition and talk about the weather and the days of the week. This supports children as they move on to the next stage in their learning. However, there is too little differentiation in some activities for the younger children, who become quickly bored and distracted. This is because activities are not consistently planned well enough to match their individual learning styles and the next steps in their learning.

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

The staff understand the importance of building relationships with the children and their families. Parents report that they feel welcome and the staff use strategies to encourage them in their child's care and learning. Children are happy and settle well because staff treat them with kindness and respect. This role modelling also contributes to children's learning as they copy this positive behaviour with one another. Staff have a secure understanding of the key person role and their responsibilities, so that children feel safe and reassured in their care. For example, staff are aware of some children's need for a comforter and offer reassurance that it is in reach during activities.

Children's personal, social and emotional development is supported well overall, as they experience success and know their achievements are valued. Children respond to positive praise as they persevere with tasks. Staff support children's positive behaviour as they remind them about sharing and talk about how their affect the feelings of others. Children move freely between the two playrooms and use a variety of age-appropriate resources. This enables children to develop independence as they are able to choose where they would like to play while supported by staff who also move between rooms. Staff support children to learn about their personal safety, while encouraging them to manage risks for themselves. For example, they give support and encouragement to toddlers as they carefully negotiate the steps to a slide, and give consistent praise when they achieve their goals.

The nursery offers a welcoming environment with photographs of children's play on display. All children benefit from fresh air and physical activities outdoors. This outdoor time promotes children's physical skills and good health. Staff teach children to manage their own personal care in readiness for school. For example, pre-school children are

encouraged to open their own lunchboxes and containers. Babies are encouraged to feed themselves, with the sensitive support of their key person. During mealtimes staff support children to develop an awareness of healthy eating as they discuss the food and children's choices and preferences.

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

The manager has a satisfactory understanding of her responsibility to meet the requirements of the Statutory framework for the Early Years Foundation Stage. All staff have undertaken safeguarding training to update their knowledge in this area. Effective risk assessments and health and safety procedures minimise hazards and reduce the risk of accidents, to ensure children can learn and play in a safe environment. The appropriate procedures for recruiting, vetting and checking staff ensure they are suitable and safe to work with children.

An induction process, which takes place over several weeks and includes a probationary period, means that staff are fully aware of their roles and responsibilities. Training is offered to staff and a record is kept of when training is undertaken or requires updating. However, the manager does not routinely monitor the performance of all staff who are working in the setting. This means that they are not fully supported to improve their effectiveness through understanding their role and responsibilities, particularly in delivering high quality teaching. Self-evaluation is underway. As a result, the manager has identified some priorities for improvement and linked these to an action plan. This is at an early stage of development.

Staff have positive relationships with parents, which ensures they have appropriate knowledge of children's likes, dislikes and interests. They liaise with external professionals, which promotes children's care and learning. Parents are highly complementary about the care their children receive and the service provided. They appreciate the information about their child's learning and opportunities to look at their learning journal records.

### **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>	EY426728
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	874493
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	102
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Bargates Playgroup Committee
<b>Date of previous inspection</b>	14/11/2011
<b>Telephone number</b>	01948 662146

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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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