

Little Care Bearz Nursery

461 Moseley Road, Birmingham, B12 9BX

Inspection date

Previous inspection date

03/06/2014

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

- Teaching and planning is consistently very good, which means that all children are fully challenged at their own level of understanding and make very good progress.
- Children are safe and well protected as the management team is rigorous in ensuring staff implement the very effective procedures for safeguarding and child protection.
- Children are very happy and emotionally secure at the nursery. Staff are very caring and children's well-being is given very high priority.
- Leadership and management is very strong and there is a clear vision and a purposeful drive for continuous improvement through very effective self-evaluation.
- The very efficient monitoring of staff performance and good links with other early years providers means the well-motivated staff continually improve their practice so that children's learning experiences are of a high quality.

It is not yet outstanding because

- There is further scope to extend children's already very good learning experiences in the outdoor area.

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 three playrooms and the outdoor play area, including a joint observation with one of the managers/owners of the nursery.
- The inspector held meetings with both of the owners/managers of the nursery.
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the nursery and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

Inspector

Catherine Sharkey

Full report

Information about the setting

Little Care Bearz Nursery was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from a two storey commercial building in the Balsall Heath area of Birmingham. The nursery operates from three main playrooms, one on the ground floor and two on the first floor. It opens Monday to Friday from 7am to 6pm all year round, with the exception of bank holidays. Opening times are variable according to the needs of parents. There is an enclosed area available for outdoor play. The nursery employs seven members of childcare staff, all but three of whom hold appropriate early years qualifications at level 3 and above. Children attend for a variety of sessions. There are currently 20 children attending who are within the early years age range. The nursery provides funded early education for two, three and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support from the local authority and is a member of the Pre-school Learning Alliance.

What the setting needs to do to improve further

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

- enhance children's already very good learning experiences in the outdoor area to include digging, planting and other exciting activities to provide further opportunities for children to develop their individual learning styles.

Inspection judgements

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

Staff have a very thorough knowledge of how children play and learn. They observe children carefully and use this and the detailed information obtained from parents to establish clear starting points for each child's learning. Staff work together to plan interesting activities based on children's individual needs and interests and they engage children in the activities at their own levels of understanding. Regular assessments mean that staff measure children's progress effectively and they know all the children very well. This means they build on their learning during the planned activities and daily routines. Parents are encouraged to share information each day about children's achievements at home and about their current interests and development. Staff include this knowledge in discussion times and activities to provide links between the nursery and home. They encourage children's language development as they help them to share their experiences with the other children. Parents are very well informed about children's progress and activities and staff guide them on how to support children's learning and interests at home. Parents report that they are extremely pleased with their children's progress and are welcomed into the nursery so that they feel fully involved in their children's learning.

The babies enjoy interacting with staff in a story role play activity on a soft rug in their cosy and colourful room. They make sounds, which staff repeat and encourage the babies to repeat so that they begin to develop their language. Some babies are keen to try to stand and walk, so staff hold their hands and provide them with walkers so they can practise this. Staff work with parents on strategies, such as, putting the child's favourite food at a level which encourages them to stand and stretch to reach it and they encourage parents to look at books with their children. The babies explore the photographs of themselves and the other babies as staff chat to them about the children and help them to get to know their names. They ask them, 'which one is you?', and let the babies look at themselves in the mirror so they gain a sense of self. Pre-school children explore the textures of shaving foam and rice and tell staff what it feels like as they add more rice. They spray red, green and blue coloured water into the mixture to see how the colours mix and how the water changes the consistency of the foam. Staff show children how the foam can stick to their hands and how they can spoon it into different containers. They extend their vocabulary as they think of words, such as, 'squashy' to describe the foam. Children use a small sensory room to explore the effects of coloured lights and reflections on glittery material. They feel soft sponges and squeeze soft rubber ducks to make them light up. This means that children are beginning to make sense of the world as they explore materials and see how they can effect changes through their actions. Teaching is very good throughout the nursery. Staff question children skilfully so that they are challenged and build on their learning. All children are well prepared for school and for the next stage in their learning because staff plan interesting activities which cover all areas of learning and encourage older children to make independent choices in their play.

Children develop their physical skills well through the use of balls, hoops and obstacle courses in the small outdoor area. This area is used very well, however, there is further scope to extend children's experiences of digging, planting and exploration of nature outdoors. They use the large climbing equipment at the park and go for regular walks to the barber's shop and other local businesses so that they become familiar with their environment. Children visit a nearby city farm so that they have first hand experience of the animals, as they are interested in the sounds they make and enjoy looking at books about animals. Children for speak English as an additional language are supported well as staff obtain basic words and pronunciations from parents and use picture cards so children can communicate. Staff speak most of children's home languages between them. Staff work closely with parents and other professionals to support children with special educational needs and/or disabilities so they are fully included in the activities and make good progress.

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

Children are very happy and emotionally secure at the nursery, staff are very caring, children and their parents are made to feel very welcome. Parents may stay until children are settled, particularly after a short break in attendance, as children take longer to settle at these times. Parents say that children can't wait to get to nursery and are disappointed on the days they do not attend. Staff work very closely with parents to support them in children's care routines or weaning. This means children receive consistency of care so

that they feel secure. Children form close bonds with their key person who shares information with their parents each day so that children's needs are fully met. Children make friends easily and have very good relationships with staff. Children gain confidence and improve their social skills quickly as staff help them to settle and to get to know the other children.

Healthy meals and snacks are provided for children and they are active outdoors each day. Staff check the food temperature when it arrives so that it is not too hot for the children. Staff eat with the children, which encourages them to try new foods. The older children are learning to be independent and ready for school as they get their own cutlery and carry their plates back to their tables. All children are encouraged to learn to be independent as they put on their coats and shoes and choose their toys and activities. They help to tidy up and are taught to have good manners. Behaviour is very good and children enjoy playing together. Staff value children's opinions and praise them for their achievements or when they share the toys. Children enjoy receiving stickers for this and turn taking and sharing is actively promoted.

Children's moves to new rooms in the nursery are well planned so that they are emotionally secure. Only the connecting baby room and the pre-school room are in operation at present, so the children get to know each other and staff as they spend some time mixing together. Transitions to schools are managed smoothly as staff make contact with the schools children will attend. Progress records are shared and visits arranged if possible. Staff talk to children about what they can expect to happen at school and plan activities around this so that they feel secure and are prepared for the change. Parents are involved in the process so that they can help to support their children.

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

The management team ensures that staff have a thorough knowledge of safeguarding and child protection. The managers test staff regularly about their understanding of the detailed and effective policies and procedures. This takes the form of detailed written and verbal questions so that staff understand how to recognise and report any concerns. Staff are vigilant in their observations of children so that they record existing injuries and monitor children's health and well-being. Records are meticulously kept and maintained and are monitored closely so that the managers can easily identify any concerns. The premises are secure and there are rigorous procedures for the collection of children and the recruitment of staff and students. They are suitably vetted so that they are able to work with children. Staff carry out daily risk assessments and supervise children very well at all times. Staff attend regular safeguarding and child protection training and this is discussed at all staff meetings. Closed circuit television means that staff and children are further protected as staff can see who is at the door and what is happening in each room.

The highly-effective management team monitors staff performance and all areas of the provision very efficiently. The managers carry out regular, detailed supervisions and appraisals and monitor staff welfare closely so that they are very well supported in their

roles and responsibilities. The managers and staff discuss areas for improvement and attend regular training courses. Individual children's progress and planning are discussed at supervisions and the managers monitor staff's observations and assessments of children so that they continue to make very good progress. All staff, parents and children are involved in the thorough self-evaluation process. Staff and managers work together to focus on specific areas for improvement and an action plan shows clearly what will be changed, how this will be done and the timescales involved. Parents' suggestions are added to the plan and they are informed when these will be put in place. For example, parents requested newsletters, so this was implemented. Parents are very well informed about the policies and procedures and are welcomed into the nursery. All staff are highly motivated and strive for continuous improvement in the provision. Both parents and staff complete questionnaires each term so that there is an ongoing focus on areas for improvement and everyone's ideas are valued and acted upon. This means that children's learning experiences and the quality of the provision continue to improve.

There are good links with other local early years providers, such as, a children's centre and other nurseries. The managers and staff regularly share ideas and good practice and engage in reciprocal visits, as the managers have long-established links with the other managers. A local authority early years consultant supports the nursery in all areas of the provision and sets targets for staff to work towards. Staff work closely with other professionals in support of children and their families. All children receive a secure foundation for their learning and development in the caring and welcoming environment of the nursery.

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	EY471621
Local authority	Birmingham
Inspection number	946954
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	72
Number of children on roll	20
Name of provider	Care Bearz Partnership
Date of previous inspection	not applicable
Telephone number	07891737626

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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