

# Busy Bears Day Nursery

Fields View, Autonn Stile, Bearpark, Co Durham, DH7 7AA

## Inspection date

28/10/2014

Previous inspection date

16/02/2011

## The quality and standards of the early years provision

**This inspection:** 1

Previous inspection: 1

How well the early years provision meets the needs of the range of children who attend 1

The contribution of the early years provision to the well-being of children 1

The effectiveness of the leadership and management of the early years provision 1

## The quality and standards of the early years provision

### This provision is outstanding

- Management have an excellent understanding of their responsibilities to ensure that the setting meets the safeguarding and welfare, and learning and development requirements of the Early Years Foundation Stage. Recruitment, supervision and training have a strong focus on safeguarding and child protection, and policies and procedures are implemented consistently.
- Staff are highly skilled in helping children to form secure emotional attachments. This helps children develop independence and be well prepared for the next stage in their learning.
- All staff have very high expectations of children and can demonstrate that all children, including those with special educational needs, and/or disabilities are progressing well towards the early learning goals over time, given their starting points.
- Strong, effective partnerships with parents, external agencies and other providers are well embedded and contribute to meeting children's needs. Appropriate interventions are secured so that all children receive the support they need.

## **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 had discussions with the manager.
- The inspector talked with staff and children.
- The inspector observed activities indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents spoken to throughout the inspection.
- The inspector sampled a range of documentation, including assessments, planning, records of suitability and the qualifications of staff working with the children.

## **Inspector**

Brenda Graham

## Full report

### Information about the setting

Busy Bears Day Nursery is owned and managed by a limited company and has been registered since March 2007. The nursery operates from purpose-built premises directly off the main road through Bearpark village in Durham. The nursery receives funding for the provision of free early education for two-, three, and four-year-old children. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open from 7.30am to 6pm, Monday to Friday, excluding bank holidays and the week in between Christmas and New Year. There are currently 635 children on roll. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. There are 53 members of staff working directly with the children, most of whom hold early years qualifications from level 3. Four members of staff have a level 2 qualification and four have Early Years Professional status. The setting receives support and advice 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:

- improve the displays of children's learning and development even further so that the amount of information conveyed is not overwhelming and can be easily understood by all those who choose to read it.

## Inspection judgements

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

Children are extremely well supported in their learning and development. This is because staff have an excellent knowledge and understanding of the Early Years Foundation Stage. This means that children are gaining a wide range of skills that will support their future learning in school. Staff display expert knowledge of the areas of learning and have a clear understanding of how children learn. They provide a range of varied and imaginative experiences for the children with opportunities for active learning. This helps children to be highly motivated and consequently, they make rapid progress in their learning and development, given their starting points. The quality of teaching is outstanding during activities. For example, staff plan group activities, which they skilfully extend, according to children's interests. For example, they provide an activity to explore the properties of flour, and extend this by using plastic animals and vehicles, making links to sound. Water play is another sensory activity to explore and this is extended by using tubes to create bubbles. The children become engrossed and excited as they realise that they can create bubbles when they blow the water through the tubes. They are captivated when they discover they can make marks in the flour using their hands and fingers and plastic animals and vehicles. These activities encourage children to develop early science skills

and develop their understanding of the world. These types of activities also provide children with first-hand experience and challenge that motivate them to learn. Therefore, children are extremely well prepared for next stage of learning or school. During the flour sensory activity staff competently include every child in the group, ensuring that each child is benefiting from the activity. Staff skilfully encourage the children to make the connection between the animal or vehicle by exploring the appropriate noise. This builds on children's understanding of the world and their speech and language skills. Children's language and communication is a main focus for the nursery. Staff make full use of any opportunity to talk, read, and sing to the children. Also, there is a wide range of books and mark-making resources for children to use. All of which greatly encourages children's early reading and writing skills.

Staff ensure all children have a wide range of opportunities to use their muscles, develop hand-and-eye coordination and control of movement. For example, moving around the indoor and outdoor environment and handling and manipulating a wide range of resources and tools. The indoor and outdoor environments are very well resourced, allowing all children to be active and engaged throughout the day. Furniture, resources and equipment are of good quality and are age appropriate for the children. Outdoor play is a daily activity, regardless of the weather as suitable clothing and footwear are provided. Children have first-hand experiences of digging, planting and mud and water play. For example, staff and children enjoy a water play activity outdoors in the rain. Soapy suds are added to the water in the water butt. Children turn on the water butt tap and create a large bubbly puddle. They splash about in the puddle, laughing and squealing with delight as staff join in with the activity. The outdoors is very well resourced with toys and equipment for throwing, climbing, pushing, pulling, digging, and riding, thus, providing different levels of challenge to meet the needs of all children. There is a very good balance between adult- and child-led activities, broadening children's skills in their exploration and learning. The exceptionally sharp focus on helping children to acquire communication and language skills and support physical, personal and social and emotional development, helps all children to make rapid progress in their learning in relation to their starting points. The wall displays reflect and capture children's learning and development. They are rich and full of information. However, some are very detailed and may take substantial time to read and digest.

Staff have a formed strong partnership with parents through an effective key-person system. Prior to attending the nursery, parents share relevant information about the children's welfare and interests. Staff have clear knowledge of their key children's areas of strength, and where they need further support. Staff carry out regular observations and record children's development across all areas of learning. Individual plans are tailored to children's specific needs, which enables them to make rapid progress in their development given their starting points. Children's progress is tracked effectively. This gives staff an overview of what children can do and identifies any gaps in their learning. Parents are kept very well informed of their child's progress and have access to their child's development file. There are strong links with schools, the local authority and other agencies, ensuring children are very well supported to reach their next stage of learning, including school.

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

The nursery is fully inclusive and warmly welcomes all children and families. Staff effectively engages with parents and gather information on the child's care needs and development. Consequently, staff are able to build strong relationships with children and families. As a result, children settle quickly into nursery, which means the children are content and feel secure. The key-person system is very well established and staff focus on children's personal, social and emotional development. Children demonstrate strong attachments as they approach staff members for reassurance and cuddles. For example, staff comfort and cuddle young children if they need reassurance and support. Once reassured, children happily continue exploring the environment. These secure attachments with a consistent adult ensure that children's needs are particularly well met. Personal skills and emotional well-being are promoted very well, as children are addressed as individuals and so begin to develop a sense of identity. Children are encouraged to explore their feelings. For example, staff ask each of the children if they are enjoying an activity where they are using tools. Consequently, children develop an awareness of their emotions and the feelings of others. Both the indoor and outdoor environments are exceptionally well resourced. A range of different areas ensures children can have excellent opportunities be active or relax and have quiet time. The outdoor area allows children opportunity to engage in physical play. They enjoy exploring, whilst experiencing fresh air and challenge. Therefore, children's individual needs are extremely well met.

Children develop an excellent awareness of good health and hygiene through staff supporting them with daily routines. For example, they help children to wash their hands before meals and after using the toilet. Staff sit with the children during mealtimes and are excellent role models. They support the children to adopt good table manners and to develop healthy eating habits. Therefore, children begin to develop and understand social skills. Conversations are expanded in order to increase children's knowledge of healthy eating and exercise. Staff use mealtimes as an opportunity to encourage children's independence. Children are encouraged and supported to serve themselves and clear up afterwards. This allows them to become more skilled and confident in their personal and social development.

Staff have a consistent approach in their expectations of how children behave and children behave very well. Children are given clear instructions and praise by staff for their achievements. Staff provide them with guidance to maintain their own safety, and to be careful when using some resources, such as feathers that have sharp points, and when moving around safely indoors. Therefore, children begin to learn how to manage risk. In addition they begin to be aware of their own emotional well-being and are confident in their own abilities.

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

Management and staff demonstrate an excellent understanding of safeguarding procedures. They have a comprehensive understanding of their collective roles and responsibilities. A range of methods are applied to ensure children are kept safe. A

detailed child protection policy is effectively implemented by staff and is shared with parents. Staff attend regular child protection training, keeping their knowledge and skills updated. Robust vetting procedures check that all adults working with children are suitable to do so. There is a key-coded entry system for staff only and reception is manned at all times during the day. Staff and visitors sign in and out each time they leave and enter the premises. There are accurate registers for staff and children. Staff are particularly vigilant with regards to safety and security and complete detailed risk assessments of the indoor and outdoor environments. This helps to identify and minimize the potential risks to children and ensures a safe environment is provided for them. A range of policies and procedures are implemented effectively, which meet the welfare requirements and help to keep children safe.

Management demonstrates an excellent understanding of their role in meeting the learning and development requirements of the Early Years Foundation Stage. They effectively monitor the delivery of the educational programme through planning, staff meetings and working with all staff, including those who have Early Years Professional status. This means staff are very well supported when planning for children's areas of development. Consequently, children are provided with very good opportunities enabling them to progress rapidly in their learning and development. Management monitors and track children's progress using an electronic system. This gives them an overview of what children can do and identifies any gaps in their learning. Children and families are offered very good levels of support through management working in effective partnerships with relevant agencies.

Management rigorously monitor staff performance through regular observations, supervisions and team meetings. Management are very supportive of staff developing their practice and most staff are trained in paediatric first-aid. Staff have access to regular training and use this knowledge to effectively meet children's needs. The management team are inspirational, they are often approached by other nurseries for advice and have had articles about the nursery published in childcare magazines. They rigorously aim for high-quality practice and continuous improvement. Their self-evaluation tool identifies the strengths and weaknesses of the provision and plans for further improvement are well targeted to build even further on the excellent provision already in place.

Management and staff are fully committed to working in partnership to ensure the children and families are very well supported. Staff develop excellent relationships with parents, through an effective key-person system. Management encourage all parents to contribute to their children's development records. Staff keep parents very well informed about their child. Parents are very happy with the care provided by the setting. They value the support provided for their children, particularly around speech and language development. Management have developed strong links with schools to support children when the time comes for them to move on. They also have excellent links with the local authority early years team and other agencies. This means all children receive excellent, well targeted support to meet their individual needs.

## **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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY350029
<b>Local authority</b>	Durham
<b>Inspection number</b>	849475
<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>	171
<b>Number of children on roll</b>	635
<b>Name of provider</b>	ELG Developements Ltd
<b>Date of previous inspection</b>	16/02/2011
<b>Telephone number</b>	0191 373 5500

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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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