

Beecher Bear Day Care

Caslon Primary School, Beeches View Avenue, HALESOWEN, West Midlands, B63 2ES

Inspection date

Previous inspection date

01/12/2014

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

- Skilled staff observe and assess children's capabilities, plan effectively for their future learning and support children's individual development. As a result, children make good progress and are well prepared for school.
- The key-person system is well established, which helps children to form strong emotional attachments and feel secure. Consequently, they are confident to explore the learning environment and make independent choices about their play.
- Staff give high priority to safeguarding children. They attend regular training courses and know what to do if they are concerned about a child's well-being. As a result, children are protected from harm.
- Managers ensure there is continuous improvement in the provision through effective self-evaluation, monitoring and good levels of motivation. This means that the drive to improve, results in children enjoying good quality learning experiences.

It is not yet outstanding because

- There is room to build on the information gained from parents about children's home language and their achievements at home.
- Staff do not always maximise opportunities to develop children's social skills and extend understanding of good hygiene practices at snack time.

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.

Inspection activities

- The inspector observed activities in the three open-plan classrooms and the outside play area.
- The inspector held meetings with the manager of the setting and undertook a joint observation.
- The inspector looked at children's assessment records, planning documentation, and a selection of policies and children's records.
- The inspector reviewed the suitability checks and qualifications records for staff working with children.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Julie Preston

Full report

Information about the setting

Beecher Bear Day Care was registered in 2012 on the Early Years Register. It is situated within Caslon Primary Community School in the Cradley area of the West Midlands, and is managed by the school governing body. The setting serves the local area and is accessible to all children. It operates from three open plan classrooms and there is an enclosed area available for outdoor play. Children also have regular access to a sensory room and the school hall. The setting employs two members of childcare staff. Of these, both hold appropriate early years qualifications, with one at level 6 and one at level 3. The setting opens Monday to Friday during school term time. Sessions are from 8.30am until 4.30pm. Children attend for a variety of sessions. There are currently 36 children on roll who are in the early years age group. The setting provides funded early education for two-year-old children. It supports a number of children who speak English as an additional language.

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 social skills and understanding of good hygiene practices at snack time, so that they continue to learn good eating habits; for example, by providing plates or bowls when they eat finger foods, such as pieces of fruit
- explore more ways to encourage all parents to share information about their children's learning and achievements at home; for example, by actively encouraging harder to reach parents to become more involved and working more closely with parents of children who speak English as an additional language.

Inspection judgements

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

Staff have a good knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. Teaching is consistently good throughout the setting and children have many opportunities to play and learn. Staff provide a good balance of challenging adult-led and child-initiated activities and a well-balanced educational programme that is linked to children's interests and their development. Educational programmes cover the seven areas of learning and offer a wealth of learning opportunities. When children initially join the setting, relevant starting point information is gathered about the child from parents, and is supplemented by initial observations undertaken by staff. This allows staff to undertake an initial assessment of what children can do. They do this by asking parents to complete an All about me form and by using key persons to observe the children in their groups. Staff then make

continuous and accurate assessments of children's learning and development. They use the information gained from their observations to effectively extend children's learning, based on the children's individual needs and interests. Planning is detailed, regularly monitored and evaluated to ensure learning intentions for each child are focused and challenging. Children's progress is successfully monitored, so that any gaps in learning are quickly identified and addressed. Parents are encouraged to share information with staff about their children's experiences and achievements at home. Children's progress is clearly recorded in their individual learning journey record and these are shared with most parents on a regular basis. However, there is more to do to ensure that all parents, and particularly those who are harder to reach, are able to fully take part in this process. Planning is flexible and responds to children's needs and interests, offering challenges for children so that they progress well in their learning. Children are happy, enthusiastic and motivated learners, who enjoy their time at this welcoming and stimulating setting. Children's enthusiasm for learning and the secure progress they make is enhanced by staff, who are confident in their knowledge of how children learn.

The setting promotes children's learning and development well and staff have high expectations of the children attending. Staff use a clear routine, which incorporates a broad range of experiences, to capture the children's curiosity. Staff provide good opportunities to promote the children's physical development. All children have daily opportunities to use the outdoor area and they are supported well to test, extend and challenge their physical skills. In addition, children also enjoy participating in the Brain gym sessions completed at the beginning of each session that incorporates music and movement. Staff skilfully question children during activities to make them think and encourage them to explore their ideas and make links. Staff use group discussions, story sessions and mealtimes very well to engage children in discussion and to extend learning. For example, during snack time, children talk about the benefits of healthy foods and at story time, they freely share how they feel that day. Staff provide good opportunities for children to develop their early literacy skills. For example, they write their name in glitter, make marks with chalks in the outdoor play area and writing materials are made easily accessible and are popular with the children. Children learn that print carries meaning, as the environment is rich in print, symbols and photographs. For example, specific areas are clearly labelled, displays of children's work include labels and children are encouraged to identify the days of the week within small group time. Children's communication and language development is promoted very well throughout the setting. Staff teach children rhymes and regularly share stories, which the children enthusiastically join in with. Staff also support children's communication skills using signs and gestures, which particularly benefits those children who speak English as an additional language. Staff promote children's mathematical development well by encouraging children to count and recognise numbers within routines and planned activities. For example, children count the number of children within their key group that session. As a result, they are well prepared for the next stages in their learning and are skilfully supported by practitioners in their move to school.

Parents have a positive relationship with the staff. Staff actively encourage parents to be involved in their child's learning both within the setting and at home. For example, they invite parents into the setting to join time to talk and stay and play sessions. In addition, weekly sheets share information on activities children will participate in, with suggestions

of activities for parents to do at home to supplement this. For parents of children who speak English as an additional language, some familiar words in their home language are identified and used to support communication in both English and the child's home language. However, some opportunities to extend this work are sometimes overlooked.

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

Children's personal, social and emotional development and well-being are given high priority. The assigned key-person system is effective in ensuring staff get to know key children and their parents and carers well. This effectively provides them with emotional and practical support. All staff are very caring, attentive and sensitive to children's needs and they work closely with parents to ensure all children's needs are overall well met. Good consideration is given to settling-in procedures to ensure children easily separate from their parents, as they gradually increase the time they spend at the setting. Children are happy and confident to explore their surroundings and have good opportunities to increase their self-help skills. For example, they brush their own teeth, pour their own drinks and attempt to put their coats on before going outdoors. They develop close friendships with each other and clear bonds with their peers are evident. They demonstrate this as they single out particular friends to play with, laughing and joking with them. Staff are fully aware of the importance of meeting children's individual needs, to make them feel safe, secure and confident to explore. This means that staff effectively support children's emotional well-being and provide readiness to learn at the earliest opportunity. Children are proud of their achievements and staff recognise their efforts by continually praising them. For example, children are praised for listening well during story sessions and for making clear marks in the glitter. Staff support children in their move to school in a variety of ways. For example, they invite teachers from the school they are located within to visit them and take children to attend events in the school. In addition, staff go with older children to share lunchtimes in the school hall and share stories about what it will be like for them when they move on to school. This enables children who are moving on to do so confidently.

The learning environment for children is safe, clean, welcoming, relaxed and very calm. Children's behaviour is very good. They receive plenty of praise and encouragement, which helps build their confidence and self-esteem. Practitioners help children to explore and express their feelings during small group times and children build positive relationships with others as they share and take turns. Children are beginning to develop an awareness of responsibility within the setting and willingly help to tidy away toys. Children's safety is given good attention and they play in a safe and secure environment. Practitioners are well deployed and children are safely supervised at all times. Children are learning to keep themselves safe because staff remind them not to run around inside and let them try things for themselves without stepping in too soon to help. For example, they allow children to independently use the climbing wall and ladder in the outdoor area, whilst supervising them to ensure their safety.

Children are developing an awareness of the importance of adopting healthy lifestyles. Staff take the opportunity to talk to children about health and hygiene as they supervise hand washing routines and they talk about healthy eating during snack time. Children learn that they must wash their hands after using the toilet, after coughing and before eating food. There are clear procedures in place for meeting children's dietary requirements. Children benefit from a suitable range of healthy snacks and balanced meals throughout the day. Parents who provide lunch boxes for their children are encouraged to make sure these contain healthy options, while those children who eat at the school during lunchtime benefit from balanced meals. In addition, children have access to fresh drinking water at all times. This ensures they are not thirsty and can consume water according to their individual needs. However, snack time is not always used as effectively as possible to help children to extend their understanding of good social skills and eating habits. For example, children sit on the mat to eat their snacks, without the benefit of bowls or plates. Children have opportunities to spend frequent time outdoors; this helps them to be physically active and promotes their well-being as they benefit from being in the fresh air.

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

Good leadership ensures the safeguarding and welfare requirements are met. Daily safety checks are carried out in all areas used by children and routine risk assessments are completed to ensure that children can play safely. All staff have completed safeguarding training and they are familiar with the procedures to be followed in the event of a concern related to child protection. There are effective recruitment, vetting and induction procedures in place to ensure that people looking after children are suitable to do so. Staff display a clear understanding of their individual responsibilities. This ensures that children are effectively safeguarded. Staff have good knowledge and understanding of the learning and development requirements. The effective tracking and monitoring systems ensure assessments of children's progress, observations of children and activity plans are accurate and precise. This means that any gaps in children's learning are quickly identified and planned for. Teamwork in the setting is strong; staff are well established, enthusiastic and committed to their roles. A comprehensive range of policies and procedures is in place to ensure children's welfare and safety. All of the required documents are in place to meet the safeguarding and welfare requirements. Documentation is accurately maintained, and stored securely to ensure confidentiality.

The staff team are dedicated and work extremely well together and with the nursery staff who share the setting with them. The provider, manager and staff team continually reflect on their practice to improve outcomes for all children. They make sure that the environment and the educational programmes are constantly monitored and enhanced. This can be seen through their accurate identification of priorities for improvement and processes for self-evaluation. There are effective staff monitoring systems in place, which means that staff are well supported and they are encouraged to further develop their

professional knowledge and qualifications. Staff regularly access additional training opportunities to enrich their qualifications and experience. For example, recent training includes first aid and safeguarding training. The regular staff meetings are used effectively to discuss any issues that arise, share practice and monitor the educational programmes for groups or individual children.

Partnerships with parents are good overall and make a sound contribution to supporting children's well-being, learning and development. Parents are provided with a wide range of information to ensure they are well informed about how the provision operates. They are kept up to date about their child's progress, achievements and daily experiences. Parents spoken to comment that they find the staff team friendly and approachable, and that their children enjoy coming to the setting. The management and staff team recognise the value of working in partnership with other agencies or settings, in order to continue, contribute to and sustain children's learning and development. Staff develop close partnerships with the school they are based within to ensure a smooth transfer as children move into the next phase of their learning. Children enjoy attending this welcoming setting where they develop positive relationships with practitioners and their peers. The management team and staff create an environment that is welcoming, safe and stimulating. This means that children enjoy their learning, grow in confidence and develop the underpinning skills needed for their future success.

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
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|-------|-----------|-------------|

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|---------|----------------------|--|
| 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

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|------------------------------------|--------------------------------------|
| Unique reference number | EY442448 |
| Local authority | Dudley |
| Inspection number | 810894 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 24 |
| Number of children on roll | 36 |
| Name of provider | Caslon Primary School Governing Body |
| Date of previous inspection | not applicable |
| Telephone number | 01384818875 |

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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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