

# Busy Bears Club

Northwick Park Primary School, Third Avenue, Canvey Island, Essex, SS8 9SU



## Inspection date

4 February 2015

## Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching across the setting is good. Staff provide a range of good quality learning experiences for children. As a result, children are motivated, eager to explore and develop a thirst for learning.
- Children's language and communication skills are given high priority. Staff encourage children in conversation, helping them to develop their vocabulary and become skilful communicators.
- The thoughtfully planned playroom creates an enabling environment for children of all ages to promote independence and to engage children in purposeful play.
- Children are extremely happy and settled in this warm and welcoming setting. They form exceptionally secure emotional attachments to staff.
- Children are supported well to ensure that they are prepared for the next stage in their learning and development, such as moving on to pre-school or school. They are helped to develop the necessary skills which helps them embrace new experiences with confidence.
- Children remain safe and secure while at the nursery. This is because good policies and procedures with regard to safeguarding children are implemented by vigilant staff, who also teach children how to keep themselves safe.

### It is not yet outstanding because:

- Staff do not yet obtain more precise information from parents about children's learning and development abilities to gain a deeper understanding of what children already know and can do, when they first start.
- Opportunities for children to develop their investigation skills, find out, and talk about the natural world are not maximised in order to further promote their understanding of the world around them.

## What the setting needs to do to improve further

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

- strengthen the arrangements for obtaining even more information from new parents to enhance understanding about children's precise starting points in each area of learning
- enhance the opportunities for children to investigate the natural world, for example, by providing children with chimes, streamers, windmills and bubbles to investigate the effects of wind in the outdoor play area.

### Inspection activities

- The inspector observed activities in the setting classroom and the garden.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector looked at activity planning, records of children's learning and a selection of policies and records.
- The inspector held a meeting with the deputy head/foundation stage manager.
- The inspector checked evidence of the suitability of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Tina Mason

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a clear understanding of how children learn. Children are eager to learn and they develop skills needed for the next stage in their learning. Children use their imaginations well in their play as they act out everyday situations through role play activities. Children are developing a good understanding of mathematics. This is because staff regularly use counting and number throughout the play activities, such as organising and sorting different coloured bears. Staff work in close partnership with parents and implement an effective shared approach to meet children's individual learning needs. The key persons obtain general information about children's care when they first start from their parents, to establish an understanding about their individual needs. However, this information does not always include detail about children's specific learning and developmental milestones to enhance planning.

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

Staffing arrangements are consistent so children are very familiar with the staff and readily seek them out for comfort when needed. Staff are good role models and play alongside children, helping them understand how to share and take turns. This helps children to form strong attachments with peers and understand what behaviour is acceptable. Outdoor play is encouraged and children move freely between indoor and outdoor spaces. Resources in the outdoor area include a good range of climbing and ride-on toys that are suitable for challenging children physically at their different stages of development. Children are able to sit and look at books on the soft mats outside and take part in fun games, such as skittles. However, the outdoor area is not used with full effect to promote children's awareness of the natural world, by providing children with a wider range of opportunities to develop their investigation skills of natural resources. Staff are aware of their responsibilities and safe working practices to support children's health, safety and well-being.

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

The motivated staff team is led by a management team that is committed to promoting a good-quality care and learning experiences for all children. Effective arrangements are implemented for recruiting new staff, regular supervision, and checking staff performance, leading to a good level of consistency of practice. The management team monitors staff closely and any development points are quickly recognised and tackled through training and support. The manager has a clear understanding of the setting's strengths and areas for improvement. Staff are secure in their knowledge of child protection procedures. Detailed evaluation of children's assessment information means that potential learning needs are recognised and met quickly. Staff work hard to establish and maintain successful partnerships with other professionals. This means they can obtain the advice and guidance they need to effectively support the children and their families.

## Setting details

<b>Unique reference number</b>	EY289743
<b>Local authority</b>	Essex
<b>Inspection number</b>	1001295
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	52
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Northwick Park Primary School Governing Body
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01268511863

Busy Bears Club was registered in 2003. It is open from Monday to Friday during school term times. Main sessions are from 9am to 11.30am and from 12.30pm to 3pm. Wrap-around care is available between 7am and 9am and from 3pm to 6pm. The setting provides funded early education for two-, three- and four-year-old children. There are 10 members of staff employed, of whom eight hold level 3 qualifications. The manager has Qualified Teacher Status.

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