

Nevill Bears Stay and Play Club



Nevill Road Infant School, Nevill Road, Bramhall, Stockport, Cheshire, SK7 3ET

Inspection date

5 March 2015

Previous inspection date

3 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Managers focus sharply on monitoring and tracking the progress of individual and groups of children, including for two-year-olds. This helps to identify any potential gaps in children's learning and helps staff to provide tailored support so that all children make good progress in their learning.
- Children are kept safe and secure because staff have a good understanding of their roles and responsibilities to safeguard them.
- Partnerships with teachers at the school are well-established and effective. Staff routinely meet with the teachers to share information about children's care, learning and development. This ensures children's needs are met.
- Children maintain effective personal hygiene routines, such as washing their hands before eating to support their good health and well-being.
- Staff build strong relationships with parents and regularly exchange information about children's achievements. They keep them informed and involved in their children's learning and activities. This promotes consistency for children's learning.
- Staff's observation, assessment and planning demonstrates their secure knowledge of individual children. They plan activities each day, linked to the areas of learning, that are challenging and help to extend children's learning.

It is not yet outstanding because:

- There are fewer opportunities in the outdoor area to support children in developing and practising their writing skills.
- Occasionally, staff do not extend and reinforce children's mathematical skills and interest in number.

What the setting needs to do to improve further

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

- strengthen children's understanding of number, for example, by using resources and written numerals during activities to promote children's mathematical skills further
- enhance the provision for outdoor play, so that children are able to continue to build on their interests in making marks to develop their literacy skills more fully.

Inspection activities

- The inspector observed interactions between staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector checked suitability of the staff and qualifications of those working with the children.
- The inspector took account of the views of the parents spoken to on the day.
- The inspector spoke with children and staff at appropriate times throughout the inspection.

Inspector

Helen Gaze

Inspection findings

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

The club provides a warm and welcoming setting and children arrive happy and eager to learn. They choose from a good range of interesting and stimulating resources that reflect their interest and needs. Staff engage well with children. They provide running commentary and hold discussions with children as they play imaginatively in the construction area. This develops children's language well. Younger children enjoy messy activities. This promotes their curiosity and motivates them to learn and explore. As a result, they are well prepared for the next stage of their learning. Staff effectively support older children with pursuing their interest in counting, colours and shape by providing games that involve counting, sequencing and organising. Children enjoy these games and demonstrate their good progress by confidently counting groups of objects. However, staff do not consistently help children to become familiar with written numbers, for example, by making use of resources and displays in the environment to reinforce teaching and to strengthen children's understanding.

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

Young children develop secure relationships with staff during an initial settling-in period where staff gather detailed information from parents. As a result, children are confident and they develop a secure sense of belonging. Older children attend the school where the club operates. They show familiarity with their surroundings and have confidence to explore. Staff have high expectations of children. Consequently, they play well together, demonstrate friendly behaviour and take turns to share resources. Younger children develop their independence skills in time for school. They take on the responsibility of small tasks, such as giving out the plates at snack time. Children have daily opportunities for fresh air and exercise and use a range of equipment, such as climbing frames and bridges to develop their balance, coordination and understanding of taking safe risks. However, there are fewer resources in the outdoor area to extend children's interests in making marks. This sometimes limits opportunities for children to build on their interests or to consolidate the good opportunities they have indoors.

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

The leadership and management are good. Managers have a secure understanding of the Early Years Foundation Stage and have fully addressed previous recommendations. The manager follows robust recruitment procedures to make certain that all staff undergo thorough suitability checks, such as references and Disclosure and Barring Service Update Checks. She is therefore confident about the suitability of the staff she employs. Induction, regular supervisions and training provide staff with the necessary skills to fulfil their role. The team is long standing and well qualified and all staff make a positive contribution to the setting to improve outcomes for children. For example, managers and staff reflect upon all areas of the provision. They successfully include parents and children in their self-evaluation. As a result, positive changes that benefit children continue to be introduced.

Setting details

Unique reference number	960321
Local authority	Stockport
Inspection number	869554
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	94
Number of children on roll	164
Name of provider	Nevill Bear Stay And Play Club Ltd
Date of previous inspection	3 November 2011
Telephone number	0161 439 4598

Nevill Bears Stay and Play Club registered in 1995. It operates from the main hall and a self-contained unit within Nevill Road Infant and Junior School in the Bramhall area of Stockport. The club opens each day from 7.30am to 6pm, Monday to Friday, all year round except for bank holidays, and provides out of school and holiday care. The provider receives funding for free early education for children aged two, three and four years. There are 12 staff who work directly with the children. Of these, three hold early years qualifications at level 3, two at level 2, one holds Early Year's Professional Status and one has a relevant level 6 qualification. The manager has a relevant early years qualification at level 4.

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