

Brown Bear at St Bernadettes

St Bernadette's RC Primary School, Foliage Road Brinnington, Stockport, SK5 8AL

Inspection date	20 March 2015
Previous inspection date	2 July 2009

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

- Staff have a secure knowledge and understanding of all safeguarding practices. They are aware of the possible signs, symptoms and indicators of abuse and neglect. As a result, children are very well protected and their safety is assured.
- A secure settling-in procedure is in place. Staff are allocated time to get to know children and liaise with parents about children's care and learning needs. Consequently, children's physical and emotional well-being are very well promoted.
- Self-evaluation is strong. The dedicated management team have worked hard to sustain the quality of teaching, care and learning since the last Ofsted inspection. Improvement plans are well targeted, clear and include the views of parents, children and staff.
- The quality of teaching is consistently good across the nursery. As a result, all children, including those who speak English as an additional language, make good progress relative to their starting points.
- Partnership working is secure. Links with the local community, primary school, children's centre and external childcare professionals are well established. Parental partnerships are strong. Parents attend regular meetings with staff and are kept well informed of their child's developmental progress.

It is not yet outstanding because:

- Staff do not always support children's early literacy skills, by enabling them to see written letters and words in their learning environment.
- Occasionally, some staff intervene too quickly in older children's play and do not always allow them to explore and carry out activities in their own way.

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 early literacy skills, for example, by displaying print in all learning environments so children can begin to learn about letters and words
- extend opportunities for older children to explore and carry out activities in their own way, without staff intervening too quickly or over directing how resources can be used.

Inspection activities

- The inspector toured the premises, held meetings with the management team and spoke to staff and children throughout the inspection.
- The inspector conducted a joint observation of children's activities with the manager.
- The inspector observed activities in the two playrooms and the outdoor environment.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the nursery and a range of other documentation, including policies, procedures, self-evaluation and improvement plans.

Inspector

Luke Heaney

Inspection findings

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

The highly-experienced and qualified staff team have a good knowledge and understanding of how children learn and develop. As a result, children receive a personalised educational programme that captures their interests and keeps them motivated to learn. For example, babies enjoy shaking musical instruments. Toddlers become fascinated while digging outdoors. Pre-school children demonstrate good concentration skills while completing jigsaw puzzles. Staff support children to be independent, confident and inquisitive learners. However, on occasion, staff intervene too quickly in older children's play. This means that children are not always provided with sufficient opportunities to carry out and complete activities in their own way. Staff place high emphasis on promoting children's communication and language skills. They listen to children perceptively, and ask them challenging and meaningful questions. Consequently, children are confident and competent communicators. Children access their learning environment well. Their creative work, photographs and achievements are displayed and positively celebrated. However, opportunities for children to see letters and words in their environment are not fully available, so children become aware that print carries meaning.

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

Care practices are good across the nursery. As a result, children are self-confident and self-motivated individuals, who are keen to play, explore and try new experiences. For example, younger children show great delight in operating various cause and effect toys. Older children persevere with developing balancing and climbing skills outdoors. Children develop good levels of independence and self-help skills. They tidy toys away, serve their own foods and fasten their coats. Consequently, children develop good personal skills in readiness for their move on to school. Staff place high emphasis on promoting healthy living and provide children with healthy, wholesome and nutritious foods. Staff are good role models and provide children with clear, consistent and age-appropriate behavioural expectations. Consequently, children's behaviour is very good across the nursery. Children have plenty of opportunities to be physically active. They have access to a well-equipped enclosed outdoor area and receive lots of fresh air and physical exercise.

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

The management team have a good understanding of their roles and responsibilities to meet the requirements of the Early Years Foundation Stage. Robust systems for recruitment ensures that all adults working with the children are suitable. Staff receive the correct coaching, mentoring and support during supervision and appraisal meetings. Challenging targets and goals are set, which are closely monitored and evaluated by the manager. Staff receive a variety of training programmes, which have a positive impact on outcomes for all children. For example, a recent attachment course has enabled staff to identify possible anxieties children may have during the settling-in period. This means that children's personal, social and emotional development is given high priority.

Setting details

Unique reference number	EY295787
Local authority	Stockport
Inspection number	861555
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	28
Number of children on roll	48
Name of provider	Brown Bear Childcare Ltd.
Date of previous inspection	2 July 2009
Telephone number	0161 483 7369

Brown Bear at St Bernadette's is one of four nurseries run by Brown Bear Childcare Limited. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. One member of staff is unqualified. The nursery opens from Monday to Friday, all year round, except for bank holidays and is closed for one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

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