

Karebears Childcare

Ryesland Way, Creech St. Michael, TAUNTON, Somerset, TA3 5TA



Inspection date

30 March 2015

Previous inspection date

3 November 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

- The key person seeks good information on children's starting points and gets to know the children well. This enables them to know what motivates the children to learn and how they can plan to support their development. They provide strong support for children's key areas of development, which prepares them well for the future.
- The provider understands her responsibilities to help children progress in their learning, keep them safe and promote their well-being. She supports staff to gain qualifications and attend training to extend their knowledge further. Through regular self-evaluation and supervision of staff, she identifies ways to continue to improve outcomes for children.
- Staff follow effective procedures to protect children's welfare. All staff attend training in child protection and have a good understanding of how to implement the procedures if a child is at risk of harm. Staff carry out thorough risk assessments to ensure the safety and security of the premises.
- Children of all ages develop good relationships. This is because staff use daily group activities for children to welcome each other and get to know their names. They support children well with learning to share, to understand their feelings and to take care of the environment. Staff praise children for their good behaviour.

It is not yet outstanding because:

- Staff do not always make best use of visual prompts to help children link sounds to letters or understand that they can gain information from books.
- Staff do not consistently provide age-appropriate equipment to enable children to be as independent as possible at mealtimes.

What the setting needs to do to improve further

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

- increase experiences for children to links sounds to letters and use books for information, to support their early literacy development further
- provide suitable tools and equipment for all children to use at mealtimes to help them be even more independent.

Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector carried out a joint observation with the manager and deputy of a planned activity.
- The inspector checked safeguarding information and the premises.
- The inspector spoke to staff and parents present on the day of the inspection, and took account of the parents' survey.
- The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Inspection findings

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

Overall, all children make good progress. Staff engage children in purposeful conversations throughout their play, which promotes their speaking and listening skills well. For example, finding a worm led to discussions about building patios, composting peelings and looking after plants. Staff support children effectively in solving problems and thinking through ideas. For example, children explained how they would use the heavy stones to hold down the plastic sheet for their den. Staff use training to help them improve their practice and activities, such as sounds and letters games, to promote children's learning. Children eagerly pronounced the sounds of letters as they enjoyed selecting items to make their silly soup. However, staff do not reinforce this learning by encouraging children to link sounds to letters at other times. Children choose books independently and take them to staff to read to them. However, staff miss some opportunities to help children understand that books contain information, such as using recipes during a cooking activity.

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

Children free flow safely between the indoor and outdoor areas because of the good deployment of staff. This helps promote children's physical and emotional development through exercise and meeting their individual learning preferences. Good access to resources enables children to initiate their learning. For example, children took binoculars outdoors and looked closely at the birds and worms. Staff extended their learning further by discussing whether the binoculars made things closer or further away. Staff support children well in becoming independent. For example, older children put on their coats and boots, took themselves to the toilet and managed their personal hygiene. Staff help children to pour their drinks and sometimes prepare their snack. However, staff do not do this consistently and the jugs are too big for children to manage alone.

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

The provider uses effective recruitment and induction procedures to ensure staff suitability and meet the required staff to children ratios. This ensures the provider protects and promotes children's welfare, which was a weakness at the last inspection. Parents comment positively on the written and verbal information they receive. They state this helps them work together with their child's key person to support children's development. This is particularly effective in preparing children for school. Since the last inspection, staff have more time to focus on children's activities and achievements. This enables them to have an accurate understanding of children's individual stage of development and how they can help them progress further. The manager monitors children's progression to identify any gaps in their learning and seek further support when needed.

Setting details

Unique reference number	EY455304
Local authority	Somerset
Inspection number	997997
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	32
Name of provider	Karen Davey
Date of previous inspection	3 November 2014
Telephone number	01823 444422

Karebears Childcare registered in 2013. It is a privately owned nursery situated in the village of Creech St. Michael, near Taunton, Somerset. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 5.30pm. The nursery is registered to provide free early education for children aged three and four years. There are six members of staff, including the owner who is also the nursery manager, working with children. Of these, three members of staff hold early years qualifications at level 3. There are two staff are working towards a relevant qualification at level 2 and one is working towards a relevant qualification at level 3. An administrator supports the staff team.

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