

# Brown Bear at The Mill

Unit CG2, Houldsworth Mill, Houldsworth Street, Stockport, Cheshire, SK5 6DA



## Inspection date

21 April 2015

## Previous inspection date

11 October 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The staff have a very good understanding of the Early Years Foundation Stage. A strong key-person system ensures that children are supported by staff that have a clear understanding of their needs.
- The quality of teaching is good. Experienced and well-qualified staff ensure that children are provided with challenging activities that enhance and build on their prior learning. They engage with children as they play and give them time to explore and experiment.
- Children are developing an understanding of healthy lifestyles. They serve themselves lunch and drinks, and are developing an understanding of portion control. Staff talk to them about what is healthy and why.
- The strong leadership team provide staff with good support. Regular supervision sessions provide opportunities to discuss personal development needs, children's progress and general well-being. Staff are provided with a variety of options to give their feedback regarding the provision.
- Children's progress is tracked regularly by the leadership team. Any gaps are identified early to ensure timely interventions are sought. Monitoring is used to support the delivery of the curriculum, and identifies areas for improvement to enhance children's opportunities.

### It is not yet outstanding because:

- Occasionally, the good teaching practice can be inconsistent, particularly when the staff leading an activity change.
- Although children have daily access to the outdoor environment, activities that enable them to experiment with the natural world are limited.

## **What the setting needs to do to improve further**

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

- improve communication during adult-led activities so that all staff involved, particularly those with less experience, are fully aware of the learning intention, to ensure that teaching is always consistently good
- enhance the outdoor opportunities that children have to enable them to explore and experiment with their senses within the natural world.

## **Inspection activities**

- The inspector observed interactions between the children and the staff during play.
- The inspector held meetings with the team leader and the owner, and gathered feedback from the parents and carers that were present on the day.
- The inspector looked at documentation including the self-evaluation document, risk assessments, a range of policies and procedures, and evidence of the suitability and qualifications for the staff.
- The inspector had a tour of the premises, including the outdoor learning environment.
- The inspector completed a joint observation with the team leader.

## **Inspector**

Lynsey Hurst

## Inspection findings

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

Children have access to a good range of resources and activities. They make independent choices within their play to enhance and consolidate their learning. Children have regular daily access to the outdoor environment to promote their physical development. However, opportunities for children to experiment and engage in activities that promote their understanding of the natural world are not always available. Regular observations and assessments ensure children continue to make good progress within all areas of their learning. Children's next steps for learning are clearly identified and used to inform planning. However, occasionally during planned adult-led activities the learning intentions are not always shared consistently with all staff involved. When staff leading an activity change, the consistency of good teaching can be affected, particularly with less experienced staff. Consequently, children's opportunities and experiences can, on occasion, differ.

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

Children are happy and settled in the provision. They demonstrate secure attachments and are confident in their environment. Children are extremely well behaved and polite. Staff are positive role models and provide children with clear expectations. Children's emotional well-being is well supported. Children are developing close friendships with peers and support the different age ranges. Relationships between staff and children are very well developed. Children seek out staff for support and are confident with visitors. Healthy snacks and meals are available and older children serve themselves to develop their independence. Older children manage their personal hygiene with little support; this prepares them for the move to school. Pertinent activities are used to support children's emotional well-being during times of change. Effective partnerships with other settings and schools promote this further. Staff deploy themselves well. They ensure that all children are supported in their play, responding to children's needs.

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

Leadership is very strong. The leadership team fully understand their responsibility for delivering the Early Years Foundation Stage. Robust recruitment and selection processes promote children's safety. Children have had an input into developing job descriptions for new staff. They work with the leadership team to discuss what they want from their carers. Comprehensive policies and procedures, and risk assessments are reviewed regularly and support practice to ensure children are kept safe and protected from harm. Staff have a very good understanding of safeguarding and the procedures they must follow if they have a concern about a child. Training is used to enhance the provision and the staff skills and knowledge. Self-evaluation takes account of the views of the children, parents and staff. Clear actions for improvement are in place and are used to support staff training and new initiatives to enhance the provision. The setting is working towards the Leading Parent Partnership Award to develop and enhance its partnerships with parents.

## Setting details

<b>Unique reference number</b>	EY281133
<b>Local authority</b>	Stockport
<b>Inspection number</b>	861070
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	60
<b>Number of children on roll</b>	83
<b>Name of provider</b>	Brown Bear Childcare Ltd.
<b>Date of previous inspection</b>	11 October 2011
<b>Telephone number</b>	0161 4837369

The Brown Bear at the Mill nursery was registered in 2004. The nursery employs 16 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3, including three at level 6. The nursery opens from Monday to Friday all year round with the exception of a week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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