

Brown Bear at Bredbury

142/144 Oldham Drive, Bredbury, Stockport, Cheshire, SK6 1HB



Inspection date

6 August 2015

Previous inspection date

14 March 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

- Teaching is consistently good and sometimes outstanding. Staff understand and implement the learning and development requirements effectively. They provide a good range of enriching experiences to support children's progress and prepare them for school.
- Staff work exceptionally well with parents. They find innovative ways to share information with parents about their children's achievements and provide guidance on how to support learning at home.
- The key-person system is effective. Children build secure emotional attachments. Experienced and well-qualified staff know the children well and provide a welcoming, safe and secure environment
- Safeguarding is excellent. All staff have a strong and secure understanding of the policies and procedures to follow to keep children safe from harm.
- Staff are well qualified and receive professional supervision. They access a wide range of in-house training and are given opportunities to learn from each other. Children benefit as staff apply what they learn. For example, recent training has enabled staff to apply positive strategies to support children's early mathematical development.
- Partnerships with the local authority and other professionals are strong. Children's unique needs are met as all those involved work together to provide continuity in their care and learning.

It is not yet outstanding because:

- Children do not always have enough opportunities to see written words and text to fully promote their early reading skills.
- Information about the progress made by different groups of learners is not readily available, so that staff are able to plan and provide activities that will have the most impact.

What the setting needs to do to improve further

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

- provide more opportunities for children to see the written word in print
- obtain precise information about the development of different groups of learners, and use this to inform future activities so that all children make the best possible progress.

Inspection activities

- The inspector observed the quality of staff teaching and children's activities, inside and outdoors.
- The inspector spoke with the management team, staff and children at convenient times during the inspection
- The inspector sampled documentation, including children's learning records, risk assessments and policies and procedures.
- The inspector checked evidence of the suitability and qualifications of staff working with children and discussed the improvement plan.
- The inspector conducted a joint observation with the manager.

Inspector

Sharon Hennam-Dale

Inspection findings

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

The managers and staff team work very effectively together. They plan a varied range of stimulating activities. Babies enjoy exploring a range of sensory toys, while pre-school children are effectively developing the skills they need in readiness for starting school. They practise their writing skills as they make postcards, and staff make good use of opportunities to promote children's mathematical skills. Children count securely and complete simple addition. They explore shape and size as they play mathematical games. Staff read stories with lots of expression. Children become involved by recalling events and predicting what might happen next. However, there are few examples of print, such as familiar words in the environment, to further enhance children's early reading skills. Staff interact positively in children's play to encourage their language skills. They listen with genuine interest to what children say, initiate conversations and extend vocabulary. Staff use good quality observation and assessment to identify the learning needs of each child. This means all children, including those with special educational needs and/or disabilities, make good progress.

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

Children are happy, independent and well motivated. They eagerly join in with activities and demonstrate their familiarity with daily routines, which supports their sense of belonging. Staff are very good role models and they manage behaviour positively. They consistently use praise to acknowledge children's achievements. Children enjoy being creative and work cooperatively together as they take part in projects, such as making a large igloo from milk containers. Care practices are of a very high standard. Flexible settling arrangements help children feel relaxed and quickly at ease. Staff recognise when babies are tired and enable them to rest or sleep. Children are encouraged to be physically active. They have fun in the attractive outdoor area as they use a wide range of resources that challenge their coordination, climbing and balancing skills. Children learn to manage their own personal hygiene and are involved in choosing a variety of healthy snacks and meals from the weekly menus.

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

Safeguarding is given high priority. Staff have a good knowledge of how to protect children from abuse and neglect. Children learn how to keep themselves safe. They take part in fire drills and have fun opportunities to discuss safety. For example, they explore an ambulance as part of a visit. Staff track individual children's progress. They identify gaps in their learning and support any additional needs. However, systems for tracking groups of children, are not yet strong enough to provide precise information about their progress. Therefore, staff cannot use this information to focus their planning on areas that will have the most impact. Self-evaluation takes into account the views of staff, children and their parents. Priorities for improvement are clearly identified to continually enhance outcomes for children.

Setting details

Unique reference number	EY281132
Local authority	Stockport
Inspection number	872817
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 4
Total number of places	37
Number of children on roll	30
Name of provider	Brown Bear Childcare Ltd.
Date of previous inspection	14 March 2011
Telephone number	0161 483 7369

Brown Bear at Bredbury registered in 2004 and is one of four nurseries owned by Brown Bear Childcare Limited. The nursery is open Monday to Friday from 8am until 6pm all year round, except at Christmas and on bank holidays. The nursery provides early years funding for two- and three-year-old children. There are currently seven staff working directly with the children. Five of these, including the managers, hold appropriate early years qualifications and one has Early Years Teacher status.

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