

Bear's House

Norset House, West View Road, Halifax, HX3 6PE



Inspection date

8 August 2016

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------|---|
| | Previous inspection: | Not applicable | |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Teaching is good. Staff regularly observe children's play and plan activities that build on what they already know and can do. This helps to promote the good progress children make in all areas of learning.
- Support for children who have special educational needs or disability is good. Staff work sensitively and closely with parents, involving other professionals and services as required. This ensures families and staff swiftly get the guidance and interventions they need to support children to make the best possible progress.
- Staff are very attentive and children form warm, trusting relationships with them. This helps to promote children's emotional well-being and they demonstrate high levels of confidence and self-esteem.
- Staff are well deployed in the indoor and outdoor areas to fully support children's safety, learning and development.

It is not yet outstanding because:

- Not all parents are fully involved in their child's ongoing learning and development to further support their good progress.
- The manager has not yet fully embedded sharply focused supervisions and evaluations of the staff's quality of teaching, in order to move their practice forward and support all children's progress even further.
- The manager does not yet gain the views of all those involved in the nursery when identifying improvements.

What the setting needs to do to improve further

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

- improve ways to more actively involve parents in their child's learning and development
- use systems for staff supervision even more effectively and evaluate the impact of staff's practice on children's learning
- extend systems to involve parents, children and other professionals in the process of self-evaluation.

Inspection activities

- The inspector observed the quality of teaching during activities, both indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, including action plans and suitability of staff working in the nursery.
- The inspector spoke to a small group of parents during the inspection and took account of their views.
- The inspector undertook a tour of the premises.

Inspector

Judith Bodill-Chandler

Inspection findings

Effectiveness of the leadership and management is good

The nursery has a well-qualified staff team. Ratios are met at all times and children are supervised well. The arrangements for safeguarding are effective. Staff have a good awareness of child protection issues. They know the procedures to follow to report any concerns about children or an adult. Robust recruitment processes are in place and the manager checks that staff remain suitable to work with children. The manager monitors and reflects on any accidents that occur and carries out regular checks to help minimise risks to children. Staff are proactive in building partnerships with others to share appropriate information about children's progress. Parents speak highly of the provision, particularly the support received from staff.

Quality of teaching, learning and assessment is good

Staff carry out regular observations and make accurate assessments of children's capabilities. They use their strong knowledge of how children learn to provide a wide range of learning opportunities. Children's communication and language skills are supported well. Staff narrate what babies are doing and name the items they pick up. Older children enjoy playing imaginatively with animals in a 'jungle'. Staff expertly support them as they play, challenging their thinking as to why they think the giraffe might have a long neck. Children who speak English as an additional language are supported well. Words from their home language are displayed around the playroom for reference during their play. Staff incorporate numbers and counting into activities and promote children's early mathematical skills effectively. For example, children count out how many pieces of fruit they are taking at snack time.

Personal development, behaviour and welfare are good

Children benefit from playing with a wide range of high quality, clean resources. Toys are stored so they are easily accessible to children to help them to develop their independence. Children behave well. Staff act as positive role models and praise children regularly, which helps to build high levels of self-esteem. They support children to work together and to share and take turns. Children are provided with healthy meals and have ample opportunities to play outdoors. This helps to support their good health and physical well-being. Children learn to value the beliefs of others and they celebrate different cultural and religious festivals.

Outcomes for children are good

All children, including those who have special educational needs or disability and those who speak English as an additional language, make good progress from their starting points. Children are confident and independent. For example, they move freely between the playrooms and take care of their own personal needs. Children play well together and build good friendships. For example, they take it in turns to hide the beanbags outside and then give clues for the other children to find them. Children have good foundations for the next stage in their learning and ultimately their move on to nursery or school.

Setting details

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|--|---|
| Unique reference number | EY486678 |
| Local authority | Calderdale |
| Inspection number | 1012069 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 7 |
| Total number of places | 38 |
| Number of children on roll | 32 |
| Name of registered person | Genevieve Louise Smith |
| Registered person unique reference number | RP909765 |
| Date of previous inspection | Not applicable |
| Telephone number | 07807219668 |

Bear's House was registered in 2015 and operates from the Boothtown area of Halifax. The nursery currently employs five members of childcare staff. Of these, all hold appropriate early years qualification at level 3. The nursery opens from Monday to Friday all year round, except bank holidays. Sessions are from 7am until 6.30pm. The nursery supports children who have special educational needs or disability and those who speak English as an additional language.

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