

Little Bears Children's Day Nursery



40 South View, East Denton, NEWCASTLE UPON TYNE, NE5 2BP

Inspection date 24 August 2016
Previous inspection date 7 March 2013

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

- The management team and staff are highly motivated and passionate about the service they provide. They are well qualified and regularly attend additional training to further their knowledge and expertise.
- Partnerships with parents are a particular strength at the setting. Staff value highly the role of parents in children's learning. They use the information parents share to foster children's interests and build upon their abilities. Parents receive continuous updates of children's achievements and are given guidance to support their children's learning at home.
- Staff promote early literacy well. They frequently read familiar stories to children, taking every opportunity to encourage repetition and support children in spotting well-known words. Children are keen to show their writing skills and many older children are already experts at writing their names clearly.
- Children play a full role in their learning and have established very close relationships with all the staff. They show great confidence and independence as they explore the stimulating environment happily and with self-assurance.

It is not yet outstanding because:

- Staff do not always make the most of all opportunities to encourage children under three years to think further as they play. Consequently, children are not consistently encouraged to solve problems and find new ways of doing things.
- On occasions, the good questions staff ask to extend older children's learning and development are not posed well enough to always draw in all children.

What the setting needs to do to improve further

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

- extend the opportunities for children under three-years-old to think further and solve problems as part of their daily play
- enhance the already good questioning adopted by adults, in order to consistently gain all children's attention and motivate them to join in with their ideas and responses.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff have a good understanding of how to keep children safe. Children's progress, health and welfare and the safety and security of the premises are all carefully checked. Efficient systems are in place for managing the recruitment and induction of staff and to check their suitability. The manager provides effective support for staff, for example, through supervision meetings and the provision of training to continue their professional development. This has a positive impact on children's learning and emotional well-being. Staff explain how recent training has made them much more aware of how vital it is to establish strong attachments with babies from the outset. The management team and staff effectively use ongoing self-evaluation which takes into account the views of parents and children to drive continual improvement.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy their time in the nursery. Staff have good interactions with children and encourage them to question, explore ideas, enjoy their learning and have fun. They use evaluative observations and assessments to identify and address any gaps in children's learning so no child gets left behind. In the pre-school room, staff have introduced more challenging mathematical and literacy activities to challenge older children's thinking and problem-solving skills. For example, children draw pictures and staff support them to describe their drawing in words. Staff reinforce learning with lots of repetition, such as counting during activities. Routines in the pre-school room reflect those that children will experience in school. Staff discuss the move on to school with them to help them understand what to expect. Toddlers enjoy singing together and use actions as they sing familiar songs, helping to promote their language and social skills well.

Personal development, behaviour and welfare are good

Flexible settling-in arrangements allow time to build strong relationships between the child, parents and key person. Children's behaviour is very good. Staff act as positive role models, fostering children's self-esteem through praise and encouragement. Children's health and physical development are promoted effectively. They enjoy healthy snacks and well-balanced meals. For example, older children enjoy making fruit kebabs for their snack. They learn how to handle tools safely as they cut the fruit and put them on the stick. Staff encourage children to play in a safe way. For example, indoors they have to use their walking feet and, no matter where they are, to always use kind hands. Physical activities and exercise are well promoted throughout the day.

Outcomes for children are good

All children make good progress from their starting points. Babies and younger children freely explore their environment and confidently try new activities. Older children's early reading skills are developing well. For example, they recognise their name written in print and are learning the sounds of letters in their name. Children make choices about their play and they develop the confidence to express themselves. They are developing good independence and key skills, helping prepare them well for their eventual move on to school.

Setting details

Unique reference number	EY453295
Local authority	Newcastle
Inspection number	1066310
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 5
Total number of places	40
Number of children on roll	115
Name of registered person	Little Bears Childrens Day Nursery Partnership
Registered person unique reference number	RP531960
Date of previous inspection	7 March 2013
Telephone number	0191 2644414

Little Bears Children's Day Nursery was registered in 2012. The nursery employs 14 members of childcare staff. Of these, five hold appropriate early years qualifications at level 6, one at level 5, seven at level 3 and one at level 2. The nursery opens Monday to Friday all year round, except Christmas and bank holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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