

# Harvey Bears Nursery and Pre-School



The Village Hall, Village Street, Harvington, EVESHAM, Worcestershire, WR11 8NQ

<b>Inspection date</b>	17 May 2017
Previous inspection date	12 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is inadequate

- Ofsted has not been provided with details of all members of the committee responsible for running the setting. This means that appropriate checks have not been completed to ensure their suitability.
- The provider does not ensure that all records are accessible and available for inspection.
- Links with other settings attended by some children are not established in order to fully complement children's care and learning experiences.
- Staff's professional development is not focused enough on raising the quality of the teaching to the highest level.

### It has the following strengths

- Staff use good methods of teaching. They provide children with interesting and exciting activities and skilfully support children in their play. This helps to extend their learning and promotes their all-round development.
- Staff are kind, caring and welcome children into the setting. This helps new children to settle quickly and helps them to build strong bonds with staff.
- Partnerships with parents are strong. Staff share regular information with them about their children's development. This helps parents to continue with their children's learning at home.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
■ provide Ofsted with the required information to enable suitability checks to be carried out on members of the committee responsible for the setting	17/06/2017
■ ensure that all records are easily accessible and available.	17/06/2017

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

- strengthen partnerships with all other settings attended by children to ensure a two-way flow of information fully supports children's care and learning experiences
- focus staff professional development more robustly on increasing the potential to deliver the highest quality teaching and provide excellent outcomes for children.

### 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 manager.
- The inspector had discussions with representatives from the committee, the manager and staff.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Amanda Tompkin

## Inspection findings

### Effectiveness of the leadership and management is inadequate

The arrangements for safeguarding are not effective. This is because Ofsted has not been informed about people who are committee members. This has a negative impact on children's safety and welfare. Without this information, Ofsted is unable to complete suitability checks on the adults who are in a position to make decisions about the setting. That said, staff's understanding of what to do should they have concerns about children's welfare is sound. They are aware of the correct procedure to follow to report any concerns. The manager has effective systems in place to monitor children's individual learning. This enables staff to identify and react to any gaps in learning. The manager seeks feedback from parents, staff and children, in order to prioritise improvements for the setting. Parents are happy with the service provided. They say that their children, 'Love attending' and that the staff, 'Are wonderful'.

### Quality of teaching, learning and assessment is good

Staff use observations and assessments well to identify what children need to learn next. They plan a range of good activities that supports children's next steps in learning. Staff skilfully join in with children's play. They support children's communication and language development. For example, staff talk to children about what they are doing, introducing new words for them to learn. Staff encourage children to learn about the natural world. They visit the forest area in the school grounds where children relish exploring and jumping in muddy puddles. Children's physical skills are promoted. They learn to take managed risks outdoors as they negotiate slopes and obstacles.

### Personal development, behaviour and welfare are inadequate

Weaknesses in safeguarding practice mean that children's well-being is not assured. Disclosure and Barring Service checks have been carried out for all adults within the setting. However, not all records to evidence that suitability and vetting processes have been carried out were available at inspection. Gradual settling-in sessions help children to feel emotionally secure at the setting. Staff offer children lots of cuddles and comfort throughout the day. Children learn to behave well. Staff provide gentle reminders about the need to share and take turns.

### Outcomes for children are good

All children attending make good progress in their learning. Children's early literacy skills are developing. They enjoy making circles and marks in the soil using sticks and have lots of opportunities to listen to well-read stories and join in with songs and rhymes. Children's independence is encouraged during the routines of the day. They learn to take care of their own belongings and help to serve themselves their drinks and snacks. Older children are gaining the skills they need to help prepare them for their move to school.

## Setting details

<b>Unique reference number</b>	205490
<b>Local authority</b>	Worcestershire
<b>Inspection number</b>	1089917
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	33
<b>Name of registered person</b>	Harvey Bears Nursery and Pre-School Committee
<b>Registered person unique reference number</b>	RP902031
<b>Date of previous inspection</b>	12 March 2015
<b>Telephone number</b>	07775 129 234

Harvey Bears Nursery and Pre-School opened in 1976. The pre-school employs seven members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6, one holds level 3 and two hold level 2. The pre-school is open Monday to Thursday from 8am to 3pm, and Friday from 8am to 1.30pm during term time, and during school holiday periods from 8am to 4pm, subject to demand.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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