

Bouncing Bears Day Care

249-251 School Road, Yardley Wood, BIRMINGHAM, B14 4ER



Inspection date

18 May 2017

Previous inspection date

16 February 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider does not ensure reasonable steps are taken to keep fire exits and corridors free of obstruction at all times. This compromises children's safety.
- Staff's professional development is not highly focused to help them acquire the knowledge and skills they need to effectively fulfil their roles.
- Staff do not always teach children well. Staff do not plan and provide consistently stimulating experiences and they do not ensure all children receive the best support for their learning. Children do not make good progress from their starting points.
- Staff do not provide the same level of support so that all parents receive clear information about what they might do at home to help their child's learning.
- The monitoring of teaching is not robust enough to help staff raise the quality of teaching to higher levels.

It has the following strengths

- Children are cared for in a welcoming environment and they have opportunities to explore a wide range of resources during play.
- Children's good health is promoted effectively and they develop a good understanding of healthy eating. Children enjoy daily outside play and have opportunities to develop and test their physical skills.

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:

	Due Date
<ul style="list-style-type: none"> ■ ensure appropriate arrangements are in place to keep fire exits and corridors free of obstruction and to consistently maintain the safety of the premises 	23/05/2017
<ul style="list-style-type: none"> ■ strengthen performance management and provide relevant support and coaching to ensure staff acquire the knowledge and skills to underpin their practice 	16/06/2017
<ul style="list-style-type: none"> ■ plan and provide stimulating activities taking account of each child's learning needs so that all children make good progress from their starting points. 	16/06/2017

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

- improve communication so that all parents receive the same level of support to help their child's learning at home
- improve monitoring systems and raise the quality of teaching to higher levels.

Inspection activities

- The inspector observed the quality of teaching during indoor activities, and assessed the impact this has on children's learning. The inspector carried out joint observations of activities with the manager.
- The inspector looked at evidence of suitability of persons working in the nursery.
- The inspector held a meeting with the provider and manager.
- The inspector spoke with children and staff during the inspection.
- The inspector read written feedback provided by parents on the day of inspection.

Inspector

Adelaide Griffith

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for safeguarding are effective. Staff know the procedures to follow should they have concerns about children in their care. However, the provider has not ensured that safety procedures are implemented rigorously. They have not taken reasonable steps to remove equipment in a corridor that hinders passage nor to address the partial obstruction of the main fire exit gate. Children's welfare is not thoroughly promoted. Staff have regular supervision meetings to discuss their performance. However, they have not attended training to enhance their teaching skills. Monitoring is not established to provide consistent support for staff to improve their practice.

Quality of teaching, learning and assessment requires improvement

Staff do not provide sufficiently stimulating activities to help children learn. They do not adapt teaching to ensure each child has a meaningful learning experience. Staff do not use opportunities to extend children's learning. For example, questioning methods do not help children to develop their thinking skills. Staff carry out regular observations of what children do and know but they do not plan adequately for further learning. Staff do not share clear information with all parents so that they know how to support their child's learning at home. Staff interact well with children throughout activities and they provide opportunities for them to practise skills. Staff give praise to encourage children's learning.

Personal development, behaviour and welfare require improvement

Children's well-being is not always effectively promoted due to weaknesses in leadership and management. However, the key-person system supports children to form strong relationships. Staff model polite interaction and children copy this behaviour with their friends. Children enjoy balanced meals and recognise healthy foods, such as fruit and vegetables. They have regular drinks of water throughout the day. Children develop a wide range of physical skills during outside play. They maintain their balance on low beams, they ride on bikes, kick large balls and enjoy running around. Children have opportunities to sleep or rest according to their individual care needs.

Outcomes for children require improvement

Overall, children do not make good progress from their starting points. However, children, including those in receipt of additional funding, develop some skills for their future learning. They write letters in their names and recognise numbers. Older children demonstrate an understanding of hygiene procedures as they brush the teeth of dinosaurs. Younger children develop understanding of textures while they play at the sand tray. Children learn to take turns and share during activities and play. Children are growing in confidence as they explore their surroundings indoors and outside. They learn about the wider world and this contributes to appropriate preparation for their learning at school.

Setting details

Unique reference number	EY396976
Local authority	Birmingham
Inspection number	1093987
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	1 - 10
Total number of places	47
Number of children on roll	35
Name of registered person	BBDC Limited
Registered person unique reference number	RP902429
Date of previous inspection	16 February 2015
Telephone number	01214304400

Bouncing Bears Day Care registered in 2009. The nursery opens Monday to Friday, from 7am to 6.15pm. This is all year round, except for one week at Christmas. It employs five members of childcare staff, all of whom hold early years qualifications at level 3 or 5. The nursery offers funded early education for two-, three- and four-year-old children. It also offers out-of-school care for children. The nursery works closely with the local children's centre and schools.

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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