

# Kinderbear Nursery Ltd

Thompson Street, Padiham, BURNLEY, Lancashire, BB12 7AP



## Inspection date

31 July 2017

Previous inspection date

29 April 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

- Partnerships with parents are very strong. Parents speak with extreme gratitude regarding the care and learning their children receive. Many parents describe the nursery as an extension of their family unit and say that their children have blossomed in the care of the friendly, caring staff team.
- The provider and manager lead the staff team well. Overall, staff create a culture of learning through fun and interactive play. Staff follow children's interests and support their learning through strong interactions.
- Staff are good role models and provide children with consistent praise. Children behave well. They are excited to see their friends and form strong attachments with staff.
- There is a collective approach to self-evaluation. The views of staff, children and parents are used to reflect on the nursery's strengths and areas for further development. Plans are implemented to help raise standards and enhance outcomes for children.

### It is not yet outstanding because:

- The management team and senior staff do not precisely check the planning for some children's activities well enough.
- At times, some activities planned for children in the 18-24 month old room are not always best suited to the age of children. This means, occasionally, children are not always supported to make even greater progress.
- Although, staff have a good understanding of how children learn, they do not have the expert knowledge and a deep understanding to help develop their teaching skills to a very high standard.

## What the setting needs to do to improve further

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

- enhance systems for monitoring how senior staff check the activities staff plan to help support children's learning
- offer children aged 18-24 months more activities that will help them to make even better progress
- continue to support staff to strengthen and drive forward the quality of their teaching to the highest achievable level.

### Inspection activities

- The inspector observed the quality of teaching in all age groups, during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector looked at a sample of children's assessment records and discussed the systems for planning children's play experiences with key staff.
- The inspector completed two joint observations with the nursery manager.
- The inspector held a meeting with the provider and manager. They discussed systems for monitoring staff performance, safeguarding procedures and evidence of the suitability and qualifications of staff working in the nursery.
- The inspector spoke to staff, parents and children during the inspection and took account of their views. She also viewed additional written comments from parents.

### Inspector

Joanne Parrington

## Inspection findings

### Effectiveness of the leadership and management is good

The management team is proactive and has a strong commitment to evolving practice for the benefit of the children. For example, the learning environment for children under 18 months has been redesigned and how staff plan their play experiences has been refined. This means, children access a well-organised play space and receive high-quality experiences to help build a solid foundation for their future learning. Staff receive supervision sessions and carry out peer observations. Staff critically evaluate the outcomes of these performance management techniques to aid their practice. The manager monitors the progress of different groups of children well, including those in receipt of early education funding. This ensures all children are benefiting from accessing a high-quality provision. Safeguarding is effective. Staff are confident of the action to take to safeguard and protect children from harm. Staff update their understanding to wider safeguarding issues, such as the prevent duty. This helps to keep children safe.

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

Staff use the skills they have learnt to be good early years professionals. Staff display a range of teaching methods as they engage and interact with children during their chosen activities. Younger children have opportunities to develop their hand strength and finger movements as they manipulate dough. This contributes to their developing physical skills. Staff model new words and children listen with interest and repeat the words they hear. This helps to develop their speaking skills. The pre-school teacher engages children in group sessions to help prepare them for more formal education. Children are confident as they recognise letters, hear initial sounds, explore rhyming and blend sounds together to make simple words. Staff know the children well and carry out regular observations and assessments to complete records of the progress they make.

### Personal development, behaviour and welfare are good

The nursery is well established within the community, with many parents returning with younger siblings. Each of the playrooms display a wealth of pictures celebrating children's achievements. Children delight in sharing pictures of their family members. These are two ways that help children to develop a real sense of belonging in the nursery. Children adopt good hygiene practices. They enjoy healthy meals and snacks which promote their good health. Children have daily free access to the age-specific outdoor areas. They have space to be physically active and to build on their existing skills.

### Outcomes for children are good

All children, including those for whom the nursery receives additional funding, make good progress in their learning and development. All children are confident individuals, who thoroughly enjoy every minute of their day. Children of all ages are encouraged to become independent. Babies learn how to hold their own bottle while in the arms of their key person. Younger children begin to manage aspects of their personal care and older children learn to show empathy to their friends.

## Setting details

<b>Unique reference number</b>	EY220777
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1064292
<b>Type of provision</b>	Full-time 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 - 8
<b>Total number of places</b>	80
<b>Number of children on roll</b>	154
<b>Name of registered person</b>	Kinderbear Nursery Ltd
<b>Registered person unique reference number</b>	RP527766
<b>Date of previous inspection</b>	29 April 2013
<b>Telephone number</b>	01282 777277

Kinderbear Nursery Limited registered in 2002. The nursery employs 28 members of childcare staff, including the manager. Staff have a range of early years qualifications, including one with qualified teacher status, one with level 5, one with level 4, 19 staff with level 3, two with level 2 and two with other suitable qualifications. The nursery opens for 51 weeks of the year, Monday to Friday and from 7.30am until 6pm. The nursery provides funded early education for two- three- and four-year-old children.

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