

# Oscar Bears Childcare Centre

142 Blackburn Road, Accrington, Lancashire, BB5 0AD



## Inspection date

2 August 2017

## Previous inspection date

22 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

- Children's welfare and well-being are of the highest priority. Strong partnerships with parents and other agencies support children and families well, having them at the heart of everything they do. All children are supported well, including those who have special educational needs and/or disabilities and children who speak English as an additional language.
- Children achieve well and make good progress with their learning. Staff ensure children are well prepared for their continued learning, including the move to school.
- Children develop independence skills during daily routines, such as carefully serving their own food at mealtimes.
- The experienced manager is dedicated and enthusiastic. The staff team demonstrates good teamwork and shares the vision of the management.
- The recently upgraded outdoor area is well resourced and provides children with plenty of opportunity to enhance their physical skills and extend their learning.
- The key-person system is implemented well. Children demonstrate high levels of confidence, develop friendships and build strong relationships with staff.

### It is not yet outstanding because:

- The organisation of activities indoors does not always fully support children who choose not to take part in loud group activities, to develop their listening skills.
- Staff do not always minimise interruptions to children's play and exploration, particularly at times when children of all age groups are in the same room.

## What the setting needs to do to improve further

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

- organise indoor play more effectively for those children who choose not to take part in group activities, so that all children can further develop their listening skills
- minimise interruptions to children's play to meet the individual learning needs of all children further.

### Inspection activities

- The inspector held meetings with the manager and held discussions with staff members about their roles and responsibilities, including safeguarding.
- The inspector observed the quality of teaching and learning during activities and the impact this has on children's development.
- The inspector conducted a joint observation with the manager.
- The inspector took account of the views of parents.
- The inspector looked at children's learning records, planning documentation, the provision's policies and procedures and records related to the suitability of staff.

### Inspector

Linda Shore

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff complete relevant safeguarding training, including wider child protection issues. They demonstrate a good understanding of the signs and symptoms of abuse and what to do if they have any concerns about the welfare of a child. The manager uses safe recruiting procedures to ensure only those who are suitable are employed to work with children. They understand that new staff who have not yet been fully vetted must not work unsupervised. The manager implements a clear and effective set of policies and procedures, including for complaints and risk assessments, to ensure the smooth running of the nursery. The manager monitors the progress of all children and specific groups of children to help identify and narrow any gaps in their learning quickly. The professional development of staff is effective. Recent training is contributing well to progress, particularly for funded two-year-old children.

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

The quality of teaching is good. Staff make regular observations of children and use this information to accurately assess children's current level of development. Children's interests are taken into account as staff plan interesting activities that focus on what they need to learn next. For example, staff provide scented play dough for children who are sometimes reluctant to join in with messy play. Younger children are introduced to basic mathematical concepts as they use the dough to make one more 'pizza' and then count how many they have now. Staff introduce new words during activities. This helps to build children's vocabulary, giving them the language they need to describe what they see.

### Personal development, behaviour and welfare are good

The nursery is welcoming and stimulating. Children settle well. Key persons manage the transition into nursery and work closely with parents to ensure they know how to meet the individual care and emotional needs of each child. Parents highly praise the staff for their support of the whole family. Routines, such as mealtimes, are used well to help children develop their independence and self-care skills. They engage in a variety of activities in the stimulating, safe and secure outdoor environment. Children who prefer to learn outdoors enjoy books, one-to-one time with their key person and hone their physical skills as they run, throw and balance. They are served healthy foods and discuss what is in them. This all contributes to children's understanding of how to lead a healthy lifestyle. Staff are good role models and children behave well. Any minor squabbles are dealt with quickly and fairly. Children learn to consider their own and others feelings as staff talk to them about how their actions make other children feel.

### Outcomes for children are good

All groups of children, including those in receipt of additional funding, make good progress from their individual starting points. They gain a range of valuable skills to help prepare them for their move to school and next steps in learning. Children show a good understanding of numbers and show they are interested in exploring and keen to learn.

## Setting details

<b>Unique reference number</b>	309600
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	1109731
<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>	92
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Oscar Bears Ltd
<b>Registered person unique reference number</b>	RP902239
<b>Date of previous inspection</b>	22 April 2013
<b>Telephone number</b>	01254 238600

Oscar Bears Childcare Centre registered in 1999. There are 15 members of staff employed to work directly with the children. Of these, 14 staff hold an early years qualification between level 2 to level 6. The nursery opens Monday to Friday, 7.30am to 6pm, 51 weeks of the year, except bank holidays. The nursery supports children who have special educational needs and/or disabilities and those, who speak English as an additional language. The nursery provides funded education for two-, three- and four-year-old children.

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