

Brown Bears Community Nursery

St Martins Primary School, Shady Bower, Salisbury, Wiltshire, SP1 2RG



Inspection date

28 September 2017

Previous inspection date

24 March 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		Good	2
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Good	2

Summary of key findings for parents

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

- The provider has not notified Ofsted of the changes to all committee members within the required timescale. Ofsted has not been provided with the required information to check the suitability of all committee members.
- Staff miss opportunities to support all children to understand what is expected of them during changes in the routine, to allow them to end their play to their satisfaction.
- Staff are not consistently helped to develop their skills and knowledge, to improve children's outcomes even further.
- Leaders do not evaluate the provision well enough to help identify and address all areas for improvement.

It has the following strengths

- Leaders and staff establish strong relationships with teachers, providing consistent support for children as they prepare to move on to school. They work closely with other professionals involved in children's care and learning to meet children's needs.
- Partnerships with parents are strong. Staff use various strategies to keep parents well informed about their children's learning and how to extend learning at home.
- Leaders and staff track children's achievements closely. They make effective use of information about children's progress to make changes where they identify weaker areas in learning. Leaders use funding effectively to ensure any gaps in learning narrow quickly and all children make good progress in their learning.

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

- | | |
|--|------------|
| ■ provide Ofsted with information on the current committee members, to enable the required suitability checks to be carried out. | 24/11/2017 |
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To further improve the quality of the early years provision the provider should:

- provide clear messages to help children understand when there is to be a change in activities, so they can finish what they are doing and end their play for themselves
- support staff to develop their expertise in helping improve children's play experiences, to aid their learning even further
- develop the self-evaluation process to identify and target all areas for improvement.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the leadership team, and spoke with children and staff, at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, risk assessments, self-evaluation, observations, assessments, and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. Leaders and staff are clear about their role in protecting children. Leaders follow safer recruitment guidelines to ensure new staff are suitable and existing staff remain so. However, the provider has failed to notify Ofsted of changes to members of the committee within the required timescale. This means that Ofsted has been unable to carry out the required suitability checks. Nevertheless, this does not affect children's experiences or their safety because committee members are never left unsupervised with children. Leaders implement varied opportunities for the well-qualified staff to enhance their skills. For example, staff have used knowledge from training to help them to manage children's behaviour consistently. Nevertheless, leaders do not focus precisely on supporting staff to develop some skills, to improve children's outcomes further. Self-evaluation is not effective in recognising all areas for improvement.

Quality of teaching, learning and assessment is good

Staff use their observations and assessments of children's achievements to provide stimulating play activities that enhance children's learning. Staff challenge children to solve problems in their play, such as how to work together in their bridge-building play using crates. Staff support younger children to develop effective communication and language skills. For example, as children discover how they can make their towers of blocks stable, staff introduce new words into their vocabulary, such as 'secure'.

Personal development, behaviour and welfare require improvement

Children develop a positive awareness of similarities and differences between themselves and other people. For instance, staff display children's self-portraits, photographs and drawings of their families. Children have good opportunities to be outdoors on a daily basis to practise their physical skills and be active. However, on some occasions, staff miss opportunities to help children understand there are to be changes in their daily routines to give them sufficient time to end their play. Staff support children to develop good levels of self-esteem. For example, they celebrate children's achievements with 'golden bear' rewards. Nevertheless, the weakness in leadership and management means that children's welfare cannot be fully assured.

Outcomes for children are good

Children develop effective skills to prepare them well for the next stage in their learning and their eventual move to school. They develop good mathematical skills. For example, children recognise how many more objects they need to add to reach a given number. Children relish exploring and investigating. For instance, they notice, and comment on, the differences and similarities between the mini-beasts they find under logs. Younger children concentrate and listen attentively to staff during adult-led story sessions.

Setting details

Unique reference number	EY280956
Local authority	Wiltshire
Inspection number	1091911
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	2 - 5
Total number of places	40
Number of children on roll	32
Name of registered person	Brown Bears Community Playgroup Committee
Registered person unique reference number	RP520497
Date of previous inspection	24 March 2015
Telephone number	01722 554306

Brown Bears Community Nursery registered in 2004. It is situated at St Martins' Primary School in Salisbury, Wiltshire. The nursery is open each weekday during term time, between 8am and 4pm. The playgroup is in receipt of funding for the provision of free early education for children aged two, three and four years. A team of six staff work with the children. One member of staff holds a relevant early years qualification at level 5, three hold qualifications at level 3 and one holds a qualification at level 2.

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