

Bearnecessities Wrap Around Care @ Abraham Moss

The Bungalow @ Abraham Moss, Abraham Moss Centre, Manchester, M8 5UF

Inspection date	23 January 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Enthusiastic leaders are committed to continually making improvements. Self-evaluation procedures are used well to make changes that improve outcomes for children.
- Staff are welcoming and friendly. They communicate positively with children and form close bonds with them. Children arrive in high spirits and settle quickly. Children receive individual care and support which helps them to feel safe and secure.
- Generally, the quality of teaching is good. Well-qualified staff regularly observe, assess and document children's achievements. Staff use this information to plan stimulating and exciting activities based on children's individual interests and learning needs. This contributes towards their good progress from their skills and capabilities on entry.
- Together with local schools staff provide excellent support that helps children to make a smooth transition on to school.

It is not yet outstanding because:

- Staff do not provide consistent opportunities for children who speak English as an additional language to hear and use their home language to promote their communication skills.
- Some of the systems used to involve parents in children's learning and development are not always successful.
- Staff occasionally miss opportunities to promote children's writing skills.

What the setting needs to do to improve further

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

- enhance opportunities for children who speak English as an additional language to hear and use their home language
- strengthen systems to involve parents in children's learning and development
- provide more opportunities for children to develop writing skills.

Inspection activities

- The inspector toured all areas of the setting. She observed the quality of teaching and assessed the impact this has on children's learning. The inspector also accompanied staff and children on an outing.
- The inspector held ongoing discussions with the general manager and deputy manager and carried out an evaluation of teaching with the deputy manager.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as policies and procedures, children's records, reviewed self-evaluation and checked evidence of the suitability of staff.
- The inspector took account of the views of parents through discussions and written feedback obtained prior to inspection.

Inspector

Layla Davies

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Children's safety is given the utmost priority. Staff are thoroughly aware of the possible signs that may indicate a child is at risk of harm. Leaders ensure that all staff know what steps to take should they have a concern. This helps to promote children's welfare and keep them safe. Leaders and staff monitor the progress of individuals and groups of children. This helps them to quickly identify any gaps in children's development and implement swift intervention. Staff are supported well in their professional development. For example, they have regular one-to-one meetings with the manager. Peer observations provide opportunities for staff to share their expertise with each other. Training is targeted and leaders review a policy of the month with staff. This helps them to keep up-to-date with any changes to legislation and practice.

Quality of teaching, learning and assessment is good

Staff carefully plan a broad variety of activities, overall, to engage and enthuse children. Children have fun and enjoy learning. For example, older boys demonstrate excellent physical skills as they thread coloured beads onto laces. They concentrate well and delight in wearing the finished necklaces. Staff skilfully extend learning as they encourage boys to count the beads. They count in sequence and arrange the beads in colour order. Children have good opportunities to be creative. For example, younger children make patterns using car wheels in paint. They make models by manipulating dough and enjoy pretend play and dressing up. Children have regular opportunities to meet with people from the community. For example, they enjoy a weekly visit to the local library.

Personal development, behaviour and welfare are good

Children access a wide range of high-quality toys and equipment. Staff attractively label all resources with images. This helps children who are non-verbal to become independent and confidently lead their own play. Children behave extremely well. Staff are calm and sensitive, and reinforce golden rules. Children have good opportunities to learn about their own safety. On outings they wear high-visibility jackets. Children walk safely holding onto a rope with handles and listen to staff instructions. Children brush their teeth each day. Staff help parents to register with local dentists and other facilities within the nearby children's centre. This helps to ensure children's ongoing oral hygiene, physical health and well-being are supported well. Furthermore, children play outdoors in the fresh air, eat healthy snacks and particularly enjoy an active wiggle and move session.

Outcomes for children are good

All children, including those in receipt of funding, make good or at least typical progress from the start. Children are enthusiastic, keen learners who demonstrate that they feel safe. Even new children appear happy and secure in the care of their key person. Older girls play cooperatively together. They show strong social skills and invite others to join in with their play. Together they take turns to pop bubbles and squeeze water from toy clown fish. They develop many skills for their future learning and school.

Setting details

Unique reference number	EY491055
Local authority	Manchester
Inspection number	1024802
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 - 4
Total number of places	40
Number of children on roll	40
Name of registered person	Bear Necessities Day Care Ltd
Registered person unique reference number	RP910939
Date of previous inspection	Not applicable
Telephone number	0161 795 3111

Bearnecessities Wrap Around Care @ Abraham Moss registered in 2015. The setting offers sessional care, Monday to Friday, from 9am until midday and from 12.15pm until 3.30pm, term time only. There are five members of staff who work directly with the children. Of these, four have appropriate early years qualifications at level 3 and one holds an appropriate early years qualification at level 4.

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