

# Brown Bear at St Bernadettes

St Bernadette's RC Primary School, Foliage Road Brinnington, Stockport  
SK5 8AL



<b>Inspection date</b>	24 August 2018
Previous inspection date	20 March 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- Children are happy and they are curious to explore and play. Children develop a good range of skills that helps to prepare them for their future learning and for school.
- Children are self-assured as they move from the baby room to the pre-school room because they receive the time they need to manage the change and adjust to different surroundings.
- Staff give regular praise that contributes towards children's self-esteem. Children demonstrate that they feel emotionally secure.
- Parents are complimentary about staff and say their children often come home with ideas, songs and words they have learned at the nursery.
- Staff gather information from parents about children's care needs and what they know and can do when they first start at the nursery. Staff plan activities and experiences based on children's interests.

### It is not yet outstanding because:

- Although the manager provides good support for staff to keep their knowledge up to date, she does not consistently focus as well on their individual teaching practice to help to improve the quality to an even higher level.
- Senior managers have not yet pursued professional development opportunities to encourage team leaders to be more effective in their day-to-day responsibilities.

## **What the setting needs to do to improve further**

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

- provide more individual support and coaching for staff to improve the quality of their teaching even further
- explore and undertake development opportunities with the team leader to support them to expand their management skills.

### **Inspection activities**

- The inspector observed the quality of teaching and the impact this has on children's learning, indoors and outdoors.
- The inspector carried out a joint observation with the team leader.
- The inspector held meetings with the team leader and the owner and manager.
- The inspector spoke with children, parents and staff at suitable times throughout the day and took account of their views.
- The inspector looked at a range of documentation, including records of children's progress, policies and procedures.

**Inspector**  
Ron Goldsmith

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Risk assessments are carried out frequently and the nursery has robust recruitment and induction processes in place. This helps to keep children safe. Staff have a secure understanding of the signs and symptoms of possible abuse. The manager and staff know how to refer concerns about a child's welfare to the relevant authorities. The manager uses effective systems to ensure staff are suitable to work with children. They complete mandatory training, such as safeguarding and first aid, to keep their knowledge up to date. Staff ratios are maintained at all times and staff are deployed effectively, providing high levels of supervision. Parents say they have helped children with medical needs settle well and feel included in the nursery.

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

Staff use information from parents to assess children's starting points and plan the next steps in their learning and development accurately. They help children to explore the world around them. For example, children learn about nature through visiting the school vegetable patch and being outdoors in all weathers. Staff use their observations and assessments effectively to plan interesting activities that challenge children well. For example, young children explore trays of sand with their hands, feeling the texture and digging. Staff extend children's physical development well, giving them basic tools to hold and use in the sand. Older children complete jigsaws confidently and build structures using building bricks. Children become excited about dressing as superheroes and interact enthusiastically with staff and other children. Staff encourage children to write and draw in foam, which encourages children to learn about shapes and letters, which they recreate using their fingers. Children confidently identify and say 'triangle' or the letters and sounds of words.

### Personal development, behaviour and welfare are good

Staff know children well and make sure they settle in at the nursery. Children and their parents get to know their key person well and children demonstrate that they feel safe through being confident with all staff. When children arrive at the nursery, they are keen to learn and participate. Their relationships with each other and staff are happy and friendly. Children are learning to be independent and make decisions and choices. For example, children put on their own coats and shoes to go outside and they choose activities that interest them most. Children have ample opportunities to be physically active and develop healthy lifestyles and good standards of hygiene. Children successfully learn to take turns, listen to others and follow increasingly complex instructions, contributing well to their readiness to start school.

### Outcomes for children are good

Children are developing the skills they need as they prepare for school, such as good communication skills. Older children competently talk to each other and staff about what they are doing and express their ideas. Babies respond well as staff hold them closely to look at books. Children develop close friendships.

## Setting details

<b>Unique reference number</b>	EY295787
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10068443
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Brown Bear Childcare Limited
<b>Registered person unique reference number</b>	RP905564
<b>Date of previous inspection</b>	20 March 2015
<b>Telephone number</b>	0161 483 7369

Brown Bear at St Bernadette's registered in 2004. It is one of four nurseries run by Brown Bear Childcare Limited. The nursery employs 10 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above. One member of staff is unqualified. The nursery opens from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It also receives early years pupil premium funding.

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